Life Skills
Instructor’s Guide
LIFE SKILLS CURRICULUM

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Day 18.  Self Identification
Day 19.  Knowing Yourself
Day 20.  Effective Communication

Week Six  Plan of Action
Day 21.  Goal Setting – Short & Long Term Goals
Day 22.  Goal Setting – Interpersonal Skills
Day 23.  Goal Setting - Time Management
Day 24.  Goal Setting – Review

The following Life Skills Assessment is provided as a measuring tool to assess the outcome of training. It is suggested that this assessment be implemented on day two, prior to introducing course material.
Pre-Life Skills Assessment

Trainee’s Name _______________________________________________________________

1. Do you currently prepare a budget each time you are paid? YES _____ NO _____
2. I have a clear understanding of culture and ethnicity. YES _____ NO _____
3. I believe that my race has a direct relationship to where I am in my life. YES _____ NO _____
4. My greatest ambition is to become _____________________________________________
5. My self esteem is (check one):
   Low  _____
   Medium _____
   High  _____
6. My personality can best be described as (check one):
   Passive _____
   Aggressive _____
   Assertive _____
7. I currently have a checking account. YES _____ NO _____
8. In my opinion, it is important to have a checking account. YES _____ NO _____
9. I currently have a savings account. YES _____ NO _____
10. In my opinion, it is important to have a savings account. YES _____ NO _____
11. I believe others are responsible for my success or failure in life. YES _____ NO _____
12. I handle stressful situations very well. YES _____ NO _____
13. I am a very stressful person. YES _____ NO _____
14. When I am stressed out, usually______________________________________________
15. I like to stick with a task until it is finished. Never ____ Sometimes ____ Always ____
16. I read the labels on food before I purchase it. YES _____ NO _____
17. I exercise on a regular basis.  YES ____ NO ____

18. I get nervous when I have to speak before a group of people.  YES ____ NO ____

19. My favorite meal is

____________________________________________________________________

20. How do you feel about yourself?

____________________________________________________________________

21. How do you feel about your racial group?

____________________________________________________________________

22. How do you view your personal power?

____________________________________________________________________

23. I take responsibility for myself.  YES ____ NO ____

24. Voting is important.  YES ____ NO ____

25. List in order of priority what you value: Education _____ Religion _____
   Friends _____ Family_____ Work _____ Entertainment _____ Money _____ Time _____

26. I manage stress by ___________________________________________________________.

27. When I have an appointment I am usually: On time _____ Early _____ A little late _____

28. Most job seekers get jobs through:  Answering want ads _____ Sending out resumes _____
   Completing applications _____ Personal Networking _____

29. Use 5 words to describe yourself: _____________________, _____________________,
   _____________________, _____________________, ____________________.

30. My communication skills are:Good _____ Great _____ Needs Improvement _____

31. List one goal you would like to accomplish in the next two to five years.

_____________________________________________________________________

32. I get along well with others: Most of the time _____ Sometimes _____
   Hardly ever _____

33. I can reach my life goals: On my own _____ With some support of others _____
   With support from others _____

34. I have a plan for my life.  YES _____ NO _____
WEEK ONE
BUILDING POSITIVE SELF ESTEEM

GOAL:
CULTURAL DIVERSITY
Understanding how culture influences life

At the end of this module, Trainees will be:

- Better able to determine how their cultural identification affects decision-making.
- Able to understand how they relate to others. Explain how culture affects the community.
- Able to understand how to communicate more effectively after understanding cultural influences.
WEEK TWO

MAKING PEACE WITH YOURSELF

GOAL:
BUILDING POSITIVE SELF ESTEEM

At the end of this module, Trainees will be able to:

- Define Assertiveness.
- Better understand their values and beliefs and be able to determine who they are today.
- Better understand their personality characteristics by explaining how they relate to others.
- Explain what positive self-esteem is and how it is related to success.
- Examine how they currently feel about themselves and determine ways to maintain or increase positive self-esteem.
WEEK THREE
GETTING TO A POSITIVE FUTURE

GOAL:
MANAGING LIFE WELL

At the end of this module, Trainees will be able to:

- Take control of their lives.
- Realize the importance of goal setting.
- Set appropriate goals.
- Understand that visions can take a long time and can only be reached one step at a time.
GOAL:
ESTABLISHING PRINCIPLES

At the end of this module, Trainees will be able to:

- Understand principles that provide for success in developing a higher quality of life.
- Develop a vision of a better life by writing down goals.
- Understand basic financial principles regarding needs and wants, and acquiring and expending financial resources.
WEEK FIVE

ENHANCING INTERPERSONAL SKILLS

GOAL:
DEVELOPING THE WHOLE SELF

At the end of this module, Trainees will be able to:

- Identify those characteristics that enhance positive interpersonal skills.
- Develop effective communication skills.
- Develop skills to effectively handle problems and conflict.
- Develop skills in understanding and appreciating diversity amongst people.
WEEK SIX
SETTING GOALS INTO A POSITIVE FUTURE

GOAL:
PLAN OF ACTION

At the end of this module, Trainees will be able to:

- Complete an inventory of characteristics about themselves.
- Practice assertive communication.
- Understand their personal goals.
- Develop their personal plan of action.
WEEK ONE
BUILDING POSITIVE SELF ESTEEM

DAY ONE
A LOOK AT THE PERSON IN THE MIRROR

GOAL:
The trainees will initiate positive relationships through introductions and understanding the rules of conduct in the classroom.

At the end of this day, the instructor will:

- Be better acquainted with each trainee,
- Have a recognition of the trainee’s name, personal and general background information, and
- Have an understanding of what each trainee hopes to gain from the training.

And each trainee will:

- Know instructor’s name and a little background of the instructor.
- Have a better understanding of the Life Skill component.
- Have a better understanding of the rules, program guidelines, and expectations.
- Have a better understanding of the behavior expected of the trainees by the program during the session.

MATERIALS /SUPPLIES

Overhead Projector
One transparency for each listed:
   - Sample Class Rules
   - What are Problems?
Chalk or Enamel board or flip chart
Chalk / Wet Erase marker depending on the board
Copies of Handouts (one per trainee)
Class Rules
Icebreaker Supplies
STEP BY STEP (SEE PAGES 12-19)

I. OVERVIEW**

II. INTRODUCTIONS

CLASS
INSTRUCTOR
NAME
FAMILY INFORMATION
ONE CRITICAL ITEM TO GAIN FROM THIS TRAINING
ONE SECRET AMBITION

TRAINEE
NAME
FAMILY INFORMATION
ONE CRITICAL ITEM TO GAIN FROM THIS TRAINING
ONE SECRET AMBITION

III. ICE BREAKERS
CULTURAL BINGO/HANDCUFFS

IV. CLASS RULES

INSTRUCTOR'S NOTES (For Instructor’s guide only)

Keep the class focused on getting to know each other.
Do not allow any trainee to monopolize the class time with long and detailed life tales.
If a trainee fails to give information in one of the areas, ask a simple question to remind the trainee of that area for information to be given. If the trainee is reluctant to give information do not press for it. Go on to the next trainee.
Repeat each trainee’s name with at least one piece of information about the trainee from what is said.
Read in advance the Step by Step Instructions.

STEP-BY-STEP INSTRUCTIONS

**OVERVIEW
Using several statements, welcome the trainees to Life Skills and briefly explain the activities to be done for the day. If there are announcements or introductions in addition to the instructor and trainees, do them first. Recognize the program as an entirety before being specific with the component, instructor or trainees.
INTRODUCTION

CLASS
The Life Skills component is included in the program to focus on the skills that are needed to be successful in life.

Briefly explain the topics to be covered during the program and the goals in general for the 24 sessions.

INSTRUCTOR
1. Write name on the Board
   NAME  (pronounce name and give something to fix name in trainee’s memory)

2. Tell trainees briefly about
   FAMILY INFORMATION (Tell something professional, i.e. full time job, tell something personal, i.e. children)

ONE CRITICAL ITEM TO GAIN FROM THIS TRAINING
Tell about expectation of outcome of course, i.e. “I am looking forward to learning about every one of you today and getting to know each of you over the six weeks.

ONE SECRET AMBITION
Relate this connection with the training the trainees will be receiving

TRAINEES
Have each trainee stand up and speak to the class to give the following information briefly.
NAME
FAMILY INFORMATION
ONE CRITICAL ITEM TO GAIN FROM THIS TRAINING
ONE SECRET AMBITION

Do not allow any student to get too involved in telling about themselves. This time is to be evenly divided among the trainees. Discern who are the leaders and who are the followers of the class. Control the time. (This is to instill in the class that the instructor is the one in control.)

ICEBREAKER
Cultural Bingo and/or Handcuffs (See attachments)
**Cultural Bingo:**

1. Develop a bingo grid with descriptors that are relevant to your training population. Examples: Finished from X High School; Prefers baseball to basketball; Lives in the X housing development; Lives in X ward/subdivision/area; has X # of children; Has a car; Knows the words to the national anthem/pledge of allegiance; Likes hip hop/jazz/Latino music; etc. It is possible to have more than one type of grid being filled at the same time.

2. Instruct your participants to move around and interact one-on-one with one another. They must ask the other participant whether he or she matches a certain descriptor, write the name of that person under the descriptor, and then move on to someone else. They cannot use their own names, and can use the name of someone else only once on the grid.

3. Bingo is scored in the traditional ways. A winner should yell out “Bingo!” Depending on the time allowable, you may want to have prizes for the first, second and third winner.

4. At the end of the game, have the winners call out the names of the persons who matched the descriptors that scored BINGO for them. Check to see if the person really matched by asking questions or eliciting more details.
# CULTURAL BINGO

<table>
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<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can say thank you in five languages.</td>
<td>Can drive a car with a stick shift.</td>
<td>Loves to cook.</td>
<td>Knows how to score a tennis match.</td>
<td>Has tried scuba diving.</td>
</tr>
<tr>
<td>Drinks only bottled water.</td>
<td>Hates to travel by airplane.</td>
<td>Has a pet dog or cat.</td>
<td>Saw the movie, “Traffic”.</td>
<td>Knows how to do the Watusi.</td>
</tr>
<tr>
<td>Can name the man who is the Wimbledon champ.</td>
<td>Has visited the Grand Canyon.</td>
<td>Knows where Elvis is buried.</td>
<td>Knows what the W stands for in George W.</td>
<td><strong>FREE SPACE</strong></td>
</tr>
<tr>
<td>A female who can change a tire.</td>
<td>Owns a SUV.</td>
<td>Has more than 3 children.</td>
<td>Gave up smoking.</td>
<td>Takes vitamins daily.</td>
</tr>
</tbody>
</table>

If you get five different names (Not your own) in a vertical, horizontal or diagonal row, shout BINGO!!!
ICEBREAKER  “HANDCUFFS”

MATERIALS
Yarn – 3 feet length one choice of color
Yarn – 3 feet length second choice of color

PREPARATION
Tie a slip loop at each end of yarn. Match two Trainees together, who are the same sex and close to the same height and weight.

DIRECTIONS
Explain that the yarn represents the problems we each have to carry through life. (Hand out one yarn to each Trainee. Be sure that for each pair there are the two colors.) (Slip hands through the slip loops while speaking). “If we accept that we have to handle problems, we will get comfortable with having problems as a part of our daily life, just as we get comfortable with wearing clothing.”

“Sometimes, we get mixed up with other people’s problems and then we are in trouble.” (Take one slip loop off of the trainee’s wrist and wrap it over the yarn of the other trainee in the pair. Replace the slip loop over the trainee’s wrist and wrap it over the yarn of the other trainee in the pair. Replace the slip loop over the trainee’s wrist. This joins the two trainees together.)

GOAL
What needs to be accomplished is getting out of trouble and becoming separated from the problems of other people.

INSTRUCTIONS
(Give these instructions to the trainees.)
1. Do not slip the loop off your wrist.
2. Do not break the yarn.
3. Do not untie the slip loops at the end of the yarn.

“You may do anything else to become separated. Oh, and do not cut your hands off at the wrist. That might get a little messy, but anything else is okay.”

“There is a guarantee – There is a way out of trouble.”

Let trainees work at the activity.
When a pair of trainees begin to stand around confused or they get agitated, go to them. Ask them what feeling are they having. Then ask them if either of them prays.

The one who says yes, then have them place their hands together. Ask that trainee, “When you pray about a problem, what do you expect to happen?” Depending on the answer give this type of reply, “so you expect magic. All of a sudden you want the problem solved.” (Snap you finders over the yarn.) When the yarn does not separate, then begin to set up the solution.
This is done by taking the yarn of the trainee “praying” and draping it over the wrist of the other trainee, just behind the loop on the wrist. Practice this before trying in class, so this is done while talking and attention is not on what is being done with the yarn.

After the reply from the trainees, then pat the wrist where the yarn is and tell the trainees that the solution to the problem has already been set-up, just like the problems in our lives… the solutions are set-up for us.

Walk away from the pair to another pair. Let the first pair work on finding the solution.

THE SOLUTION

The draped yarn is passed under the slip loop yarn and slid over the hand. As the yarn passes under the hand it slides easily out of the slip loop and the two trainees are separated.

“The solutions to our problems are usually much easier accomplished than we believe. (Congratulate the pair for solving the problem. {It is often necessary to set the solution up many times for the pair. Each time let the pair have a clue about how to get separated but do not give them the solution}).

No matter what is said, or done, refer to the action in terms of how problems are handled in “real life”.

DISCUSSION

After everyone is free of the trouble, then discuss:

- How they felt first putting on the loops
- How they felt becoming “in trouble”
- How they felt as they tried things and they did not work
- How they felt having to try over and over when things were set up for them
- How they felt getting free from the other trainee…. out of trouble

NOTE: The more times that you practice this with different people and do this with the trainees there will become evident many examples of how problems are handled. Also relate to the trainees that there are rules for the activity, just as there are rules and laws in society. If the rules are not adhered to, then the solution to the trouble is not found and greater problems arise.

Have fun doing this one!
CLASS RULES
“Just as there were rules to the activity we just finished and to driving on the streets and highways, there are rules to participate in this course.”

Show Rules on the overhead projector.
Hand out to each trainee a set of rules.
Discuss the rules briefly.

HOMEWORK ASSIGNMENT
1. The trainees are to write each person’s name down with at least one thing that was told during Introductions.
2. Tell the trainees to Review the Class Rules and the Key Terms.

KEY TERMS
INSTRUCTOR
TRAINEE
LIFE SKILLS
RULES
LAWS
INVENTORIES

KEY TERMS DEFINED
INSTRUCTOR The person imparting knowledge by teaching, directing or conditioning.
TRAINEE A person receiving an orderly series of related thoughts in components in order to be conditioned or trained in some manner of behavior or performance.
LIFE SKILLS The abilities, proficiencies, or expertise needed to accomplish the tasks needed for success in the individual.
RULES An authoritative statement of what may or may not be done.
LAWS A rule of action or conduct established by authority, society, or custom.
INVENTORIES A list of questions establishing a detailed enumeration of personal characteristics and qualities.

HOMEWORK Write each person’s name with one piece of information given during the introductions. Review each Class Rule and each Key Term.
### Sample CLASS RULES

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Regular Attendance</strong></td>
<td>Be here every class period, unless there is a genuine emergency. Contact the Instructor before class or in an emergency, the site manager to explain reasons for not attending. Keep up with your classes, no class day will be repeated.</td>
</tr>
<tr>
<td><strong>Confidentiality</strong></td>
<td>Nothing said or done in class is discussed regarding other Trainees outside the class without the permission of those involved.</td>
</tr>
<tr>
<td><strong>Respect Others</strong></td>
<td>Do not advise, analyze or “fix” others. Each Trainee is free to apply their own answers.</td>
</tr>
<tr>
<td><strong>Listen</strong></td>
<td>Listen during class. Avoid cross-talk and give undivided attention each person who shares. Be prepared to stay awake.</td>
</tr>
<tr>
<td><strong>Stay on the Subject</strong></td>
<td>Avoid discussions or debates about controversial topics and outside issues.</td>
</tr>
<tr>
<td><strong>Consider Others</strong></td>
<td>Guard against offending one another, If offended, work it out directly with the offender.</td>
</tr>
<tr>
<td><strong>Resolve Problems</strong></td>
<td>If you want to leave the class prematurely, or other matters, discuss reasons with the Instructor.</td>
</tr>
<tr>
<td><strong>Taking Responsibility</strong></td>
<td>When uncomfortable with anything in this class, deal with it yourself, instead of expecting others to rescue you.</td>
</tr>
<tr>
<td><strong>Clarify Uncertainties</strong></td>
<td>Seek clarification when unsure of the information being presented. Don’t be afraid to ask questions of the Instructor.</td>
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</tbody>
</table>

*Be sure to generate your own class rules. You may wish to solicit the input of your trainees in formulating and setting rules.*
DAY TWO
CULTURE & ETHNICITY

GOAL:
The trainees will break the barriers to assertive behavior through an awareness of culture and ethnicity and how they influence the development of self-esteem.

At the end of this day, the Trainee will:

Recognize that his/her life has been influenced in positive and negative ways due to the culture he/she was born into.

- Recognize that other ethnic cultures have positive and negative aspects that affect the people born into their groups.
- Have a better understanding of the future of the various ethnic cultures in America and how he/she will be able to succeed.
- Understand and develop a positive attitude toward overcoming the specific problems he/she faces that is systemic to the ethnic group.
- Begin developing trust toward other groups of people.
- Understand differences of culture and ethnicity.
- Be able to express how his/her culture has influenced his/her life.
- Understand that with an understanding of the diversity of cultures, better relationships and more effective communication will occur.

MATERIALS /SUPPLIES
Copies of Handouts (one per trainee)
Life Skills Assessment
Media articles that highlight cultural diversity and positive ways to be proud of culture and respect others

ACTIVITY

STEP BY STEP
ICEBREAKER
COMPLETE
DISCUSSION
HOMEWORK ASSIGNMENT
Mind Boggler
Life Skills Assessment
Cultural Influence
ICEBREAKER Mind Boggler
Write on the board in capital letters from left bottom corner diagonally to right top corner – CHECK
Tell class “This is a phrase. A phrase is two or more words with a special meaning. Who can tell me this phrase?”
(Answer: CHECK UP)

Explain: Our brains are made up of two sides, the right and left. The right understands the letters: C-H-E-C-K and the left sees and understands patterns: UP. When both sides of the brain work together they see and understand CHECK UP.

Let us try a few more:
C   C
G A R A G E                2 car garage
R       R
BED BED                   double bed or twin bed

LIFE SKILLS ASSESSMENT
“At this time, a general self questioning will be done. Answer these simple questions. At the end of the course, you will again answer these questions: A comparison of your answers will be made.”

Pick up the ASSESSMENTS

DISCUSSION: “How does culture influence life?”

INTRODUCTION
A. General Introduction to Cultures (represented in community and class)
B. Discuss Cultural Heritage
C. Highlight Future of Cultures in America:
   European, African American (Black), Hispanic (Mexican, Latino), Asian
   Use terminology appropriate to community
D. Specific problems of each ethnic group in society:
   Culture & Ethnicity
   Breaking Barriers
   List Barriers
   Building Trust
   Benefits of Trust
a. Instructor’s presentation
b. Group discussion

NOTES
1. Make a presentation to highlight the key words emphasizing the specific culture/s in the class.
2. Present material to lead students toward overcoming barriers but strengthen the cultural benefits of the individual
3. Discuss major problems faced by the cultural community.
4. Lead students toward being able to make a presentation for 3 minutes about the cultural influences affecting their life.

HOMEWORK
Prepare a three-minute presentation focused on the cultural influences affecting your life.

KEY TERMS
CULTURE
CULTURAL
ETHNIC
ETHNICITY
COMMUNITY

KEY TERMS DEFINED
CULTURE The civilization, advancement of knowledge, enlightenment, refinement of a group of people.
CULTURAL The behavior patterns, arts, beliefs, institutions, and all other products of human work and thought, especially as expressed in a particular community or period.
ETHNIC Relating to sizable groups of people sharing a common and distinctive characteristic to do with race, nationality or a specific group of people. i.e., religious, linguistic, or cultural heritage.
ETHNICITY Character relating to ethnic origin; race, nationality, or division of specific group of people.
COMMUNITY As a society – public population, nations, people, folk, order, citizenry, commonwealth who have an agreement, a uniformity or sameness of achievements in gaining fame, prosperity, victory, fruition or attainment of mastery with the society.
AFFINITY agreement, account, kinship, harmony, likeness, uniformity, similarity, sameness
DAY THREE
PRESENTATION

GOAL
The trainees will have an opportunity to increase their self-confidence.

At the end of this day, the Trainee will have:

- Had an opportunity to stand before his/her peers to speak.
- Prepared his/her thoughts on a subjective subject.
- Spoken about cultural and ethnicity influences on his/her development.
- Received positive acceptance from their peers.

MATERIALS /SUPPLIES
Folder
Evaluation Sheet

ACTIVITY           STEP BY STEP
Presentations

INSTRUCTOR'S NOTES (For Instructor’s guide only)

Have each Trainee stand up and give 3 - minute presentation
Make sure three positive comments are written down for each Trainee

HOMEWORK
No homework
# PRESENTATION EVALUATION

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE</th>
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</table>

- Stood up before group.  
  - YES  NO
- Gave name.  
  - YES  NO
- Spoke in a volume that could be heard.  
  - YES  NO
- Maintained eye contact with at least one person in audience.  
  - YES  NO
- Other:
  - __________________________________________  
    - YES  NO
  - __________________________________________  
    - YES  NO
  - __________________________________________  
    - YES  NO
  - __________________________________________  
    - YES  NO
  - __________________________________________  
    - YES  NO
  - __________________________________________  
    - YES  NO
  - __________________________________________  
    - YES  NO
WEEK ONE
BUILDING POSITIVE SELF ESTEEM

DAY FOUR
PERSONAL RIGHTS TO ASSERTIVENESS

GOAL:
The trainees will become aware of personal rights to assertiveness.

At the end of this day, the Trainee will have:

- An understanding of his/her personal rights,
- A definition of assertiveness and understand assertive rights,
- An explanation of one way they have not stood up for an assertive right because they didn’t know they could,
- Been encouraged to register to vote as a sign for their right to be assertive,
- Understood how to respect a diversity of cultures and how knowledge of cultures can, and
- Help individuals function better in relationships and in society as a whole.

MATERIALS /SUPPLIES

One transparency for each listed:
Personal Rights to Assertiveness
Copies of Handouts (one per trainee)
Personal Rights to Assertiveness

ACTIVITY

DISCUSSION
BREAKING BARRIERS
Breaking Barriers
Assertive Behavior
What are Assertive Rights
Voting / Draft
Summary of Week

INSTRUCTOR'S NOTES
(For Instructor’s guide only)

DISCUSSION
BREAKING BARRIERS
Self Esteem
Survival vs. Success
Assertiveness
Personal & Social
Rights
Choice
KEY TERMS

ASSERTIVENESS
SELF ESTEEM
SUCCESS
SURVIVAL
RIGHTS
PERSONAL
SOCIAL
CHOICE

KEY TERMS DEFINED

ASSERTIVENESS  The ability to express thoughts and feelings in a bold and confident way while allowing others to do the same.

SELF ESTEEM  A state of mind that is often described as either high or low. What you believe about yourself affects everything you do. High self esteem results in self-confidence, self worth, and self respect.

SUCCESS  The degree or measure of satisfactory achievement of something attempted. The gaining of fame or prosperity through accomplishment, successfulness, victory, attainment, arrival, fruition, mastery, master, expert, champion, victor, winner.

SURVIVAL  A living or continuing longer despite difficult conditions.

RIGHTS  The ideal of what is just and good that one may properly claim as due.

PERSONAL  Of, relating to, or belonging to a person; relating to the person.

SOCIAL  Devoted to or engaged in for companionship, leading to friendliness or pleasant social relations. Of, relating to, or based on a particular society.

CHOICE  The act of choosing an option from a large enough number choices
PERSONAL RIGHTS TO ASSERTIVENESS

1. You have the right to be treated with respect.
2. You have the right to have and express your own feelings, opinions, needs, ideas and thoughts without having to give reasons or make excuses to justify them.
3. You have the right to be listened to and be taken seriously.
4. You have the right to set your own priorities as well as changing your mind if you so chose.
5. You have the right to say “No,” or “I don’t understand,” or “I don’t care,” “I don’t know,” or I don’t agree without feeling guilty.
6. You have the right to ask for what you want.
7. You have the right to get what you pay for.
8. You have the right to ask for information.
9. You have the right to make mistakes and be responsible for them.
10. You have the right to judge whether you are responsible for finding solutions to other people’s problems while realizing that only they are responsible for their actions.
11. You have the right to judge your own behavior, thoughts, and emotions, and to take the responsibility for their initiation and consequences.
12. You have the right to choose not to assert yourself.
13. You have the right to be competent and proud of your accomplishments.
14. You have the right to have your own space and have privacy and to feel and express anger when that space is threatened.
15. You have the right to change your mind and a situation.
16. You have the right to take pride in your body and define attractiveness in your own terms.
17. You have the right to have a support system.
18. You have the right to be yourself and to have a separate identity.
19. You have the right to structure your own time priorities.
20. You have the right to say “I’m not willing to accept that responsibility.”
WEEK TWO
MAKING PEACE WITH YOURSELF

DAY FIVE
FREEING YOURSELF TO POSITIVE SELF-ESTEEM

GOAL
The trainees will have an opportunity to raise their self-esteem and prepare for assertive behavior.

At the end of this day, the Trainee will:

- Have a better understanding of self-esteem, attitudes and self-talk,
- Have an opportunity to practice clear assertive communication, and
- Have an understanding of rights to assertiveness

MATERIALS/SUPPLIES

Chalk or wet erase marker depending on the board
Overhead projector
Transparency Sheets
Freeing Ourselves

ACTIVITY

SELF ESTEEM INVENTORY
MIND BOGGLER
PRESENTATION ON SELF ESTEEM TO SUCCESS
DEFINITION OF SELF ESTEEM AND SUCCESS
PERSONAL CHARACTERISTICS
SELF-DEFEATING ATTITUDES
GUILT
NEGATIVE THOUGHTS
FREEING OURSELVES
SELF TALK
INSTRUCTOR’S NOTES

SELF ESTEEM INVENTORY

Trainees will be asked to complete the “Self-Esteem Inventory” (page 37). Allow enough time for Trainees to complete the inventory. After they complete the inventory, they will be asked to indicate the number of T’s they had, and number of F’s they had. If the majority of the answers are true, the Trainee is probably experiencing low self esteem. If the majority of the answers are false, then the Trainee is already starting out with relatively high self-esteem.

MIND BOGGLER

M1LLION One in a million

feiengl
feiengl mixed feelings

s
c o
om
m e
i t coming down with something

n h
g i
n
g

PRESENTATION ON SELF ESTEEM TO SUCCESS
DEFINITION OF SELF ESTEEM AND SUCCESS
Positive Self - Esteem

Show the following information on the overhead projector and discuss.

1. Self-Esteem Definition
   What you believe about yourself affects everything you do.

   a. Self-confidence, self worth, and self-respect are the rewards of high self-esteem

   b. Self-Esteem is not static. It can and does change. It can be temporarily affected by different events in your life. When you succeed at something, your self-esteem is usually high. When you fail at something, for instance, you fail to get a job you interviewed for; your self-esteem is usually low. Most low self-esteem is caused by negative emotional reactions. By the time you have reached adulthood, many life experiences may have affected how you see yourself.

2. PERSONAL CHARACTERISTICS
   A. Listen to self-talk – positive
   B. Recognize accomplishments
   C. Practice clear communications
   D. Be tolerant
   E. Know good friends

3. ATTITUDES
   A. SELF-DEFEATING ATTITUDES
      1. Trainees asked to complete handout “Self Defeating Attitudes.”
      2. Each statement will be discussed. Encourage Trainees to see how their lives are impacted by self-defeating attitudes.

   B. Self Talk
      1. Guilt Encourage Trainees not to dwell on the guilt, but rather take a realistic look at the situation.
“Freeing Ourselves”

Discuss the following:

- Examine the reasons the action was taken or committed which caused guilt.
- Accept the responsibility of taking the action.
- If another person has been harmed by our action, we should acknowledge to the person that we did harm them, and communicate that we understand the consequences of our behavior.
- Make a firm commitment to act differently in the future.
- Discuss their feelings surrounding guilt, and ask Trainees to complete the second half of “Freeing Ourselves”.

NEGATIVE THOUGHTS

Self Talk - The art of improving our self-esteem is to begin to understand and be aware when we have distorted negative thoughts and to understand our reaction to these thoughts.

SUCCESS

What are three things that you have that can show that you are successful?
These three are things that can be measured in quantity.

- **Money**: Compensation for work
- **Time**: Well managed and outcome is noteworthy
- **Integrity**: Doing what is right because it is right to do it.

CHANGING LOW SELF-ESTEEM

Ask Trainees what are some things that have happened in their lives that caused low self-esteem?
The problem with low self-esteem is that it can lead to feelings of anger, anxiety, guilt and depression.

- First, you must want to change!
- Second, you must be willing to take responsibility for your feelings, thoughts and actions, abilities and interests.
- Third, you must accept your overall strengths as well as your shortcomings.
FREEING OURSELVES continued

- Assertiveness
- Values and Beliefs
- Personality Characteristics
- Self-Esteem to Success
- Self Talk - Logs

PERSONAL RIGHTS OF ASSERTIVENESS

HOMEWORK
Pick one right from the PERSONAL RIGHTS OF ASSERTIVENESS and discuss with another person.

Self Talk Log
Write down the specific details of a situation (event). List the negative thoughts and the ways to turn negative thoughts into positive thoughts.

KEY TERMS
SELF-ESTEEM
POSITIVE
NEGATIVE
SELF-DEFEATING
GUILT
RIGHT (TO ASSERTIVENESS)
CLEAR COMMUNICATION

KEY TERMS DEFINED
SELF-ESTEEM How you see yourself as a person. A state of mind that is often described as either high or low. What you believe about yourself affects everything you do.

Valuing the type of person you are, the skills, talents, intelligence, and how you act on your beliefs and feelings and how you feel about your ability to provide for yourself and to progress.

POSITIVE Indicating affirmation, approval or acceptance, in a constructive, helpful manner.
NEGATIVE Indicating refusal, denial, contradiction, disapproval, not in a constructive, helpful manner

SELF-DEFEATING A lack of something desirable or useful that prevents one from accomplishing what it being attempted

GUILT The fact of being responsible for wrong doing or a crime, burdened with the feeling of being responsible for wrong doing

RIGHT (TO ASSERTIVENESS) That which is ethical, good, just, or proper, that allows a person to stand up for themselves. Assertive is letting yourself know what you want in an honest and just way.

CLEAR COMMUNICATION Information is given in a more honest and more satisfying style, and there is acknowledgment that others have thoughts and feelings and points of view.

ATTITUDE

1. Why is it important to have a good attitude?
2. What are some benefits received from having a good attitude?
3. What are some situations where it is important to have a good attitude?

“What I think, feel, do, and don’t do, is all about me. What you think, feel, do, and don’t do is about you.” “But if there is to be relationship between two people, they must recognize that each affects the other.”

Every person has choices of ways to feel, and to act. It is important to know how to make good choices. When relaxed and calm, strengths and power are better to make the choices to make your life more the way you want.

When you make choices and decisions that are good for you and that do not hurt anyone, you are being assertive. Assertive is letting yourself know what you want in an honest and just way.

Activity 1
1. Trainees sit in a circle.
2. Each Trainee folds a piece of paper in half lengthwise, writes name at top of each side.
3. Trainee lists good qualities and the things liked about self on the left side.
4. Pass the paper to the trainee on the right. That person lists on the right side the good qualities he or she sees in the Trainee whose name is on the paper.
5. Keep passing the papers until each Trainee has his/her own paper.
6. Compare the two sides.
7. Ask these questions:
8. Do others see you the same way you see yourself?
9. How can you let others see more of your strengths and less of your weaknesses?
Activity 2
1. Trainees pair off.
2. Tell each other five things you HAVE to do.
3. Now, say the same things and this time, say “CHOOSE” to do.
4. Which was easier to say?
5. How did your body feel when you said each?
FREEING OURSELVES

To free ourselves from guilt, we should:

- Examine the reasons we took the action or committed the act, which caused guilt.
- Accept the responsibility of taking the action.
- If another person has been harmed by our action, we should acknowledge to that person that we did harm to him/her and communicate that we understand the consequences of our behavior.
- Take any and all actions we can to try to make amends or minimize the harm caused to that person.
- Make a firm commitment to act differently in the future.

Think about a time when you did something that you later felt guilty about (or, it may be something that you did not do that you later felt guilty about) and complete the following sentences:

1) When I did (or did not do) this specific action, I told myself….

2) Something I might learn from this experience is…

3) Things I can do to prevent making a similar kind of mistake in the future is…
SELF-ESTEEM INVENTORY

Answer the following. Mark, “T” for TRUE if you think the statement describes you most of the time, and “F” for FALSE if it does not describe you.

_____ When something goes right in my life, or when I succeed at something, it is usually because I am lucky, not because I deserve it.

_____ I really believe I could do much better in life if I would only try harder.

_____ I don’t get excited when things are going well in my life because I know they won’t last.

_____ I always seem to let other people down.

_____ I often feel like a “bad” person because I don’t do enough for others.

_____ When people are nice to me, I often feel like they are lying, or that they want something from me.

_____ I feel like a failure if I make a mistake.

_____ It is very important to me that people like me.

_____ I get angry when I see my friends becoming more successful than me.

_____ When I feel I’ve done something wrong or let someone down, I usually try to lie, or make excuses for my actions.

_____ I find it hard to tell others how I really feel.

_____ I usually blame others for my problems.

_____ I am often afraid of change in my life.

_____ I feel “stuck” in my life. I think that nothing I do will make much difference.

_____ I avoid people who have opinions different than mine.

_____ I tend to see the negative aspects in other people before I see the good or positive.

_____ I don’t believe people can change their attitudes.
SELF-DEFEATING ATTITUDES

1. T   F  I must have love and approval before I can feel good about myself.
2. T   F  I must always please other people and live up to their standards and expectations.
3. T   F  I am inferior to other people.
4. T   F  Other people should always meet my expectations.
5. T   F  If someone criticizes me, there must be something wrong with me.
6. T   F  Other people or situations that are out of my control are to blame for my problems.
7. T   F  I feel helpless because the problems in my life are impossible to solve.
8. T   F  The world should always be the way I want it to be.
9. T   F  If I worry about a situation, that will somehow make it better.
10. T   F  I must strive to be perfect in everything I do.
DAY SIX
POWERFUL PEOPLE VS. POWERLESS PEOPLE

GOAL
The trainees will learn the key to resolving conflict positively.

At the end of this day, the Trainee will:

- Understand the difference between people who have the power to accomplish what needs to be accomplished to be successful, from those people who try but cannot accomplish what they attempt.
- Have knowledge about the characteristics of Powerful people and Powerless people.
- Define assertiveness.
- Understand the difference between assertive, passive, and aggressive behavior.
- Understand and practice the verbal and nonverbal behaviors associated with assertive behavior.
- Understand the communication styles of people who possess aggressive, passive and assertive styles.
- Know the difference between the communication styles used by Powerful and Powerless people.
- Assess their personal communication style.
- Be able to define Key Terms.

ACTIVITY         STEP BY STEP

POWERFUL PEOPLE

Definition: Powerful people are people who can influence people and get things done. They understand that this is a negotiated world and approach it in an active manner. They look at other people in the world as peers and equals.

Assign the trainees to generate a list of the characteristics of Powerful People. Compare their lists to each other’s and yours.
POWERLESS PEOPLE

Definition: Powerless people are people who are governed by feelings of the world as “a fair place”, and authority as mother and father who will take care of them. They believe the world is an orderly place and, therefore, have problems dealing with change.

Assign the trainees to generate a list of the characteristics of Powerless People. Compare their lists to each other’s and yours.

List characteristics of Powerless People

DISCUSSION
Communication Styles
Empowerment

INSTRUCTOR’S NOTE

POWERFUL PEOPLE

Definition: Powerful people are people who can influence people and get things done. They understand that this is a negotiated world and approach it in an active manner. They look at other people in the world as peers and equals.

List characteristics of Powerful People

- Feel good about themselves
- Self confident
- Direct communication
- Get positive outcomes
- Look people in the eye
- Walk with purpose
- Accept responsibility for self
- Show respect for others

POWERLESS PEOPLE

Definition: Powerless people are people who are governed by feelings of the world as “a fair place” and authority as mother and father who will take care of them. They believe the world is an orderly place and therefore, have problems dealing with change.
List characteristics of Powerless People.

Use indirect communication
- Apologetic
- Rambling
- Manipulative
- Loud sarcastic tone, or condescending tone with air of superiority
- Cornering/Shrinking
- Lack confidence
- Negative/Fatalistic
- Avoid eye contact
- Poor posture
- Hesitant/Fidgety

DISCUSSION
Communication Styles: Assertive, Aggressive, Passive

Definition:

Assertive communication style is standing up for yourself in such a way that you don’t violate the basic rights of another person. It is a direct, honest, and appropriate expression of your feelings and opinions.

Aggressive communication style is standing up for yourself in such a way that the rights of the other person is violated in the process. It is an attempt to humiliate, punish, or put down the other person.

Passive communication style is failing to stand up for yourself, or standing up for yourself in an ineffective way. Your own rights are easily violated.

ASSERTIVE COMMUNICATION STYLE
Advantages of Assertive Communication Style

- Avoid failure that comes with aggressive or passive communication styles to get what they want.
- Time is spent as planned.
- Work is completed as planned.
- Get the job they want.
CHARACTERISTICS

- Express ideas, wants and feelings in direct and appropriate ways.
- Major intent is to communicate.
- Confident and feel good about themselves.
- Respected by others.
- They improve relationships.
- Friendly
- Positive
- Negotiable
- Direct
- Expressive

Verbal Characteristics

- Voice is clear and steady
- Volume and pace appropriate to the situation
- Tone is confident, not arrogant, sarcastic or condescending.

Non-Verbal Characteristics

- Confident body language
- Good listener
- Affirming, with nonverbal communication such as head nod
- Self-Confident
- Relaxed, yet alert
- Eye contact is direct, not staring or avoiding
- Appropriate gestures
- Facial expressions are confident, yet show empathy and understanding

CLASS DISCUSSION:

- How They Make Others Feel
- How Others Feel About the Assertive Person

Disadvantages of Ineffective Communication Style: Aggressive and Passive

AGGRESSIVE COMMUNICATION STYLE

Verbal characteristics

- Domineering
- Intimidating
- Sarcastic
- Exaggerating
- Threatening
- Accusing
- Name-calling
Descriptive words used in the aggressive style
Words they chose are often intended to blame, attack or accuse.

“You did this and you did that…”
“I don’t care…”
“So what…”
“Mind your own business”
“Big deal”

Those with an aggressive style use a loud sarcastic tone of voice, or a condescending tone of voice with an air of superiority.

Aggressive style has trouble saying what is being thought.

Non-verbal characteristics
- The face is often expressionless, narrowed, and cold.
- There is a tendency to stare, almost looking through the person.
- The body is rigid or stiff and appears overbearing.
- They may stand with their hands on their hips and their feet apart, or they may clench or pound their fist or point their finger at the other person.

CLASS DISCUSSION:
How They Make Others Feel
How Others Feel About the Aggressive Person

PASSIVE COMMUNICATION STYLE
Verbal Characteristics

- Indirect
- Apologetic words
- Unclear meanings
- Rambles
- Disconnected
- Manipulative
- Emotionally dishonest
- Self-denying martyrdom
- Complaining
- Back-stabbing
- Excessively polite

The voice is usually weak, hesitant, or soft; it may sound whiny or wavering.
A passive style has a hard time really saying what he or she really means and speaking directly, or asking for help. Tends to go along with what someone else wants because fear to say “no”.

Descriptive words used by the passive style:
“sort of...”,
“well...”,
“I’m sorry...”,
“Whatever you think.”,
“Is that OK?”

Non-Verbal Characteristics

Passive styles usually seem to mean something different than what is actually being said.
They may appear anxious, timid, depressed, self-pitying, teary, humble or pleading.
They may avoid direct eye contact, wring their hands, fidget, giggle, whisper, or use apologetic facial expressions.
Carry their body in a humble manner with slumped shoulders.
Lean in, move away or nod excessively while talking.

CLASS DISCUSSION:
How They Make Others Feel.
How Others Feel About the Passive Person.

DISCUSSION:
The fears of using assertive behavior

- Fear of being rejected.
- Fear that people will think you are stupid.
- Fear of losing control.
- Fear of making a mistake or failing.
- Fear of hurting someone’s feelings.
- Fear of opposition.
- Fear of being left out.
- Fear of disapproval.
- Fear of physical abuse.

Breaking the Barriers to Assertive Behavior

1. Acknowledge your own barriers to assertiveness.
2. Identify situations where you find it most difficult to be assertive.
3. Think about why assertive behavior is more difficult for you in these situations.
4. Think about results of past behavior.
5. Think about behavior you would prefer using, and practice using it.
**Suggested Additional Activity:**

Role playing to each of the communication styles. Discuss each situation in detail, especially in reaction to the role-plays.

**HOMEWORK**

REGISTER TO VOTE / DRAFT

**KEY TERMS**

POWERFUL
POWERLESS
ADVANTAGE
DISADVANTAGE

**KEY TERMS DEFINED**

POWERFUL

The capacity to do or accomplish something forceful, with impact, effective

POWERLESS

Lacking the capacity to do or accomplish something, lacking power, authority, or influence.

ADVANTAGE

A factor conducive to success, profit or benefit(s) gained.

DISADVANTAGE

Detriment, an unfavorable circumstance, causing damage or loss.
WEEK TWO
MAKING PEACE WITH YOURSELF

DAY SEVEN
SEEING THE GOOD IN ME

GOAL:
At the end of this day, the Trainee will:
- Be able to view themselves as they are.
- Be able to assess their style of communication
- Be able to begin to view themselves as assertive.

MATERIALS/SUPPLIES
Chalk or wet erase marker depending on the board

Handouts:

SEEING THE GOOD IN ME
SELF IDENTIFICATION CHECKLIST
ASSESSING YOUR STYLE

ACTIVITIES      STEP BY STEP
ICE BREAKER
SEEING THE GOOD IN ME
SELF IDENTIFICATION CHECKLIST
ASSERTIVE RIGHTS
ASSESSING YOUR STYLE

INSTRUCTOR’S NOTES
ICE BREAKERS       Prediction
What were you like as a child?
What are some of your favorite leisure activities?

SEEING THE GOOD IN ME – DO IN CLASS

Complete filling out “Seeing the Good in Me”. Pair off the Trainees and have them discuss their responses. Allow about 10 minutes, 5 mins. for each person to speak. Then have them come back to the entire class and continue the discussion.
Questions:
How many of you found it difficult to find positive words to describe yourself?
What were some of your accomplishments?
What are some of the things you want to be remembered for?

SELF IDENTIFICATION CHECKLIST Have Trainees complete this checklist.

Review Assertive Rights

COMMUNICATION STYLES OF PEOPLE: Aggressive, Passive and Assertive

Review definition of Key Terms
Relate Culture to the Communication Style

ASSESSING YOUR STYLE
Encourage Trainees to identify the communication style that best describes them.
Identify and acknowledge barriers to assertiveness
Identify situations where it is most difficult to be assertive
Think about why assertive behavior is more difficult in these situations

ACTIVITIES
Discussion – Definition and characteristics of each personality type
   Assertive, Passive, Aggressive

Temperament Types

Compassionate
Sensitive to other people, to all kinds of external stimuli such as noise, color and movement. Sensitive temperament types are inclined to be compassionate, emotionally vibrant, and intuitive.

Focused
Conscientious about feelings, and what can be done about them. Prone to melancholy and worry. Focusers can become depressed or markedly obsessional. But when they are in their comfort zone, they are focused (in the positive sense), attentive, connected, and conscientious.

Creative
Quite dynamic, especially in a work situation. When comfortable, leads to expressiveness of a more passionate nature. However, at the extreme, this personality can become irritable and prone to anger and hostility.

Impulsive
Instinct dictates turning outward, to seek out sensations and high-risk activities that arouse. Cravings for arousal get the best of you. Blindly drawn to sensation seeking --either in love or in work. When misdirected, seeking may result in impulsive or self-destructive behavior and addictions. On the plus side, the impulsive type may find challenge, action, drama, and adventure deriving enormous satisfaction.
HOMEWORK

Write an affirmation statement: “I am …..” . Statement should include words that describe the individual in a positive, affirming way. Tell Trainees this statement does not have to address those things that need to be changed. It only tells the good in them.

KEY TERMS

AFFIRMATION
ASSESS
TEMPERMENT

KEY TERMS DEFINED

AFFIRMATION A statement of agreement in a positive way to be helpful
ASSESS To determine the value of: a person - to find the good in.
TEMPERMENT A person’s attitude as it affects beliefs, thoughts, actions, and behavior
SEEING THE GOOD IN ME

1) Write down at least three positive words that describe you.

2) If someone asked your closest friend to describe your best quality, what would he/she say?

3) What do you consider to be your greatest accomplishments in life?

4) What would you most like to be remembered for in your life?

5) At the time of your death, what would you like to be able to tell people was the purpose of your life?
ASSESSING YOUR STYLE

This exercise is designed to increase your awareness of communication styles. Circle the letter before the response that most closely describes how you would usually respond in the situation described. Be as honest as you can.

1. When I believe someone has treated me unfairly, I usually:
   a. Become angry and tell them exactly what I think.
   b. State the facts as I understand them, and explain how their treatment has made me feel without showing anger or blaming them.
   c. Ignore the problem and feel like it’s not worth it to bring it up, or I somehow feel it is probably my fault.

2. When it come to making decisions:
   a. I make them quickly because I know that I am right, and I am ready to argue my decision with anyone.
   b. I am confident in my own judgment and do not find it difficult to make decisions; however, I am willing to listen to other’s ideas or points of view.
   c. I have a hard time making decisions because I am just not sure about my own judgment, and I can easily be swayed by what others think.

3. When I am with a group of people who are involved in discussion or debate:
   a. I tend to dominate the conversation and openly argue my point of view.
   b. I am not afraid to state my own ideas, but I am willing to question them, listen to other’s ideas and possibly change my opinion.
   c. I am reluctant to speak up for fear of embarrassment or because I think my ideas aren’t as good or may be thought of as silly.

4. When I am involved in a conflict or a tense situation:
   a. I am prone to “fly off the handle.”
   b. I can state my own point of view but still listen openly and respectfully to the other points of view.
   c. I usually try to avoid it at all cost by either leaving or by not getting involved.

5. If a friend makes an unreasonable request of me:
   a. I usually tell her where she can go. I can tell her what I think of her since she is my friend.
   b. I can say “no” and take responsibility for saying “no” I can tell her how I feel when she makes such an unreasonable request.
   c. I will usually try to do it even though I don’t want to. I will feel angry even though I don’t tell her.
6. If a person has borrowed money from me and is overdue in paying me back:
   a. I call him and get really angry because he is so inconsiderate knowing that I need the money, too.
   b. I call him, explain that the due date has past, ask him if there is a problem and openly listen to his response.
   c. I believe it is his responsibility to make the first move, so I wait for him to repay me, but every time I see him or think about it, I get upset even though I don’t tell him.

7. When I call the doctor with a problem and the nurse doesn’t understand or refuses to let me talk directly to the doctor:
   a. I raise my voice and tell her that she doesn’t know what she is talking about and that she better let me talk to the doctor.
   b. I tell her that I understand what she is saying, but that I still have questions and believe it is my right to talk directly to the doctor.
   c. I don’t argue with the nurse, but instead hang up still feeling confused about the situation.
SELF IDENTIFICATION CHECKLIST

1. I react quickly to others when they say or do something that bothers me.
   1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true

2. I tend to experience both positive and negative feelings with much intensity.
   1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true

3. When I am angry, I need to express my feelings immediately.
   1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true

4. People view me as aggressive and dynamic.
   1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true

5. I have used alcohol or drugs to calm myself when I felt angry.
   1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true

6. I get easily irritated.
   1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true

7. When I try to suppress my anger, I end up feeling tired and/or depressed.
   1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true

8. I hate myself for feeling hostility so frequently.
   1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true

9. People feel intimidated by me
   1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true

10. I wish that I were not so emotionally reactive.
    1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true

11. My approach to most matters is very passionate.
    1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true

12. When I express anger, I often feel ashamed afterward.
    1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true

13. I am an impatient person.
    1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true

14. It doesn’t take much to make me angry.
    1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>I find that I often take out my feelings on my loved ones after having a rough day.</td>
<td>1. Not at all true</td>
<td>2. Rarely true</td>
<td>3. Somewhat true</td>
</tr>
<tr>
<td>16</td>
<td>Sometimes I cannot label the cause of my anger.</td>
<td>1. Not at all true</td>
<td>2. Rarely true</td>
<td>3. Somewhat true</td>
</tr>
<tr>
<td>17</td>
<td>I am easily frustrated when things do not go my way.</td>
<td>1. Not at all true</td>
<td>2. Rarely true</td>
<td>3. Somewhat true</td>
</tr>
<tr>
<td>18</td>
<td>I have difficulty in controlling my temper.</td>
<td>1. Not at all true</td>
<td>2. Rarely true</td>
<td>3. Somewhat true</td>
</tr>
<tr>
<td>19</td>
<td>I make up excuses to legitimize my anger to others.</td>
<td>1. Not at all true</td>
<td>2. Rarely true</td>
<td>3. Somewhat true</td>
</tr>
<tr>
<td>20</td>
<td>I do not feel sorry after I have expressed my anger to others.</td>
<td>1. Not at all true</td>
<td>2. Rarely true</td>
<td>3. Somewhat true</td>
</tr>
<tr>
<td>21</td>
<td>I find myself frequently complaining.</td>
<td>1. Not at all true</td>
<td>2. Rarely true</td>
<td>3. Somewhat true</td>
</tr>
</tbody>
</table>
WEEK TWO
MAKING PEACE WITH YOURSELF

DAY EIGHT
BEING RESPONSIBLE

GOAL:
The Trainees will learn to take responsibility for their own actions

At the end of this day, Trainees will:

- Understand their abilities to make good responses.
- Understand in what areas responses are required of a person.

MATERIALS/SUPPLIES
Transparencies
Developing Responsibility

Handouts
Developing Responsibility

ACTIVITY

STEP BY STEP

DISCUSSION

“Developing Responsibility”
Being responsible is shown through actions
Positive change can positively impact their lives
Maturity

INSTRUCTOR’S NOTES

DISCUSSION “Developing Responsibility”

Ask Trainees about the choices that they have made, the choices of relationships they are in or have left, and the way they treat others and how they let others treat them. Discuss how being responsible is shown through actions
Questions:

What are some of the actions they can take to bring them closer to their goals?
What are some actions that they can take to make themselves happier?

Encourage Trainees to see how positive change can positively impact their lives.

Discuss the following with the trainees:

1. Confront old fears:
   Were you taught to be nice and not to say things like that. The natural honesty is silenced. Afraid of hurting others’ feelings, of being rejected or making mistakes.

2. Learn to say what you mean:
   “Well? Like to know that we’ve been heard.” … after the acknowledgment, the assertive person repeats his or her view or feelings.

3. Enjoy clearer communication:
   Some people manipulate, trying placing blame or by trying to induce guilt feelings in others.

4. Keep to the point:
   Don’t get sidetracked in other conversational points.
   Acknowledge feelings but stay focused, be firm.

5. Learn assertive communication skills:
   Use confident body language and a clear voice and tone. Be a good listener.
   Ask questions if you’re not sure you understand.
   Use common courtesy
   Remember that others have the right to disagree.

6. Make changes in small steps:
   Assertiveness does not happen over night.
   Try rehearsing new situations. As you gain confidence, gradually add new skills
   Self-respect will shine through and those around you will respect you for saying what you mean.
DISCUSSION

Maturity
The Abilities
- Show Responsibility
- Display Dependability
- Handle frustrations, control anger and settle differences w/o violence or destruction
- Disagree without becoming disagreeable or bitter
- Live in peace with that which we cannot change

The Values
- Integrity
- Perseverance
- Patience
- Peace, calm
- Humility
- Unselfishness

HOMEWORK

Make a personal list of responses that are required in each of area of your life.
Make a list of those responses that you need to develop in certain situations.

KEY TERMS

RESPONSIBILITY
ACCOUNTIBILITY
MATURITY
CHOICE
DECISION
ACTION
BEHAVIOR
CHARACTER
EMPOWERMENT

KEY TERMS DEFINED

RESPONSIBILITY The ability to make the correct response or meet one’s obligation in a given situation.
ACCOUNTIBILITY The ability to make a report of one’s actions.
MATURITY The process of having developed physically, emotionally, and mentally, to function in adult responses.
CHOICE The selection of one or more options out of many.
<table>
<thead>
<tr>
<th>ACTION</th>
<th>The way one acts in a situation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEHAVIOR</td>
<td>That which is made up of habits, which are actions repeated over and over; manner of making responses.</td>
</tr>
<tr>
<td>CHARACTER</td>
<td>The quality of the personage, temperament, personality, and disposition; made up of repeated behaviors by which a person is known.</td>
</tr>
<tr>
<td>EMPOWERMENT</td>
<td>The act of incorporation of power in to one’s character.</td>
</tr>
</tbody>
</table>
DEVELOPING RESPONSIBILITY

Responsibility means the ability to make a response to a situation that brings a positive outcome. It is important to understand that responsibility must be displayed in the areas of one’s life for which they are held accountable. Often responsibility is placed on a person or is taken by a person, and the responsibility ought to be someone else’s.

The following areas of responsibility should be developed:

- The ability to make choices or make decisions in the process to reach goals.
- The ability to handle time by prioritizing and utilizing it effectively. Once it is spent it cannot be retrieved and reused.
- The ability to develop functional relationships by choosing to be in or remain in them.
- The ability to determine the manner of treatment given by others to oneself, or how to deal with other people.
- The ability to take care of one’s physical being, or not to take care and be destructive through vices.
- The ability to give meaning to life: emotionally, spiritually (your relationship with God), materially (use of money, what to have), and intellectually (direction and how far to develop).
- The ability to have happiness. (Selection of values)
WEEK THREE
GETTING TO A POSITIVE FUTURE
MANAGING LIFE WELL

DAY NINE
VALUES

GOAL:
The trainees will begin to move toward a life geared for success.

At the end of this day, the Trainee will:

- Have a focus toward positive values.
- Have a better understanding of what living well consists of.
- Have a better understanding of dealing with anger.

MATERIALS/SUPPLIES

HANDOUTS

Values Auction
Self Identification Checklist

ACTIVITY         STEP BY STEP

ICEBREAKER
VALUES
INTEGRITY
ATTITUDE

INSTRUCTOR’S NOTES

ICEBREAKER       VALUES AUCTION
Follow Instruction Sheet

DISCUSSION         VALUES

Ask the group who their role models are and why they selected this person or persons.
Ask the group what is their greatest dream.
What are their values?
Provide the trainees with a list of values some people hold.
Examples:

7 Things: Happy, healthy, reasonably prosperous, financially secure, has friends; has peace of mind, good family relationships.

Gifts of the spirit: Love, joy, peace, longsuffering, gentleness, goodness, faith.

Ben Franklin’s 12 virtues: Cleanliness, frugality, humility, industry, justice, moderation, order, resolution, silence, sincerity, temperance, tranquility.

Ask Trainees to make a list of the things that are important to them (things they value).

Compare their lists:

Emphasis will be placed on the fact that theirs may be different from their neighbors’.

Have the trainees rank their values according to importance in their life.

Explain for further discussion:

INTEGRITY

VALUE - that means doing what is right because it is right to do it.

HOMEWORK

Complete your list of values and ways you can accomplish them. Concentrate on your top five values.

Complete the Self Identification Checklist.

KEY TERMS

VALUES
INTEGRITY
ETHICS
LIFE
CHARACTER
BEHAVIOR
VALUE
BELIEF
ATTITUDE
VIRTUE
### KEY TERMS DEFINED

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>VALUES</td>
<td>A standard or principle regarded as desirable or worthwhile.</td>
</tr>
<tr>
<td>INTEGRITY</td>
<td>The value associated with doing what is right because it is right to do it.</td>
</tr>
<tr>
<td>ETHICS</td>
<td>A principle of RIGHT or good conduct; a system of moral values.</td>
</tr>
<tr>
<td>LIFE</td>
<td>The period of time distinguished by the activity of breathing.</td>
</tr>
<tr>
<td>CHARACTER</td>
<td>The pattern of behavior or personality found in an individual.</td>
</tr>
<tr>
<td>BEHAVIOR</td>
<td>The way in which one conducts oneself.</td>
</tr>
<tr>
<td>VALUE</td>
<td>A worth, utility, or importance in comparison with something else, as a belief that is desirable.</td>
</tr>
<tr>
<td>BELIEF</td>
<td>A feeling sure that someone or something exists or is true or trustworthy; something that one thinks is true without asking for proof.</td>
</tr>
<tr>
<td>ATTITUDE</td>
<td>A position of the body or a figure; a particular feeling or way of thinking about something.</td>
</tr>
<tr>
<td>VIRTUE</td>
<td>Conduct that agrees with what is morally right; a desirable quality or behavior that fits with a standard of what is right.</td>
</tr>
</tbody>
</table>
VALUES AUCTION

Each person has $1,500.00 to use during the auction. One may bid on as many items as wanted, as long as it does not exceed $1,500.00.

1. A chance to rid the world of prejudice.  
2. A chance to serve the sick and needy.  
3. A chance to become a famous figure (movie star, baseball, hero, astronaut, etc.)  
4. A chance to win a gold medal in the Olympics in an event of your choice.  
5. A year of daily massage and the world’s finest cuisine from the world’s best chef.  
6. A chance to know the meaning of life.  
7. A vaccine to make all persons incapable of graft or lying.  
8. A chance to set your own working conditions.  
9. A chance to be the richest person in the world.  
10. A chance to be the President of the United States.  
11. A chance to have a perfect love affair.  
12. A house overlooking the most beautiful view in the world, that you may keep for one year.  
13. A chance to be the most attractive person in the world.  
14. A chance to live to be 100 with no major illness.  
15. Free psychoanalysis with a genius analyst.  
16. A complete copy of the New York Public Library for your private use.  
17. An audience with the leader of your faith.  
18. A chance to rid the world of unfairness.  
19. A chance to donate $1 million to your favorite charity.  
20. A chance to be voted Outstanding Person of the Year and praised in every newspaper in the world.  
21. A chance to master the profession of your choice.  
22. A year with nothing to do but enjoy yourself, with all needs and desires taken care of.  
23. A chance to be the wisest person in the world.  
24. A chance to sneak “truth serum” into every water supply in the world.  
25. A chance to do your own thing without hassles.  
26. A room full of pennies.  
27. A chance to control the destinies of 500,000 people.  
28. The love and admiration of the world.  
29. Unlimited travel, and tickets to attend a concert of your choice for a year.

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; Bid</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Bid</th>
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<tbody>
<tr>
<td>1</td>
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<td>28</td>
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<tr>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>
30. A total make-over: New hair style, all new wardrobe from the designer of your choice, two weeks at a beauty spa.
31. Membership in a great health club.
32. A ticket to a movie of your choice every week for life.
33. Your own computer that can find all facts you might need for life.
34. Chance to spend six months with the greatest leader of all time, past or present.
Self Identification Checklist

1. I react quickly to others when they say or do something that bothers me.
   1. Not at all true  2. Rarely true  3. Somewhat true  4.Always true
2. I tend to experience both positive and negative feelings with much intensity.
   1. Not at all true  2. Rarely true  3. Somewhat true  4.Always true
3. When I am angry, I need to express my feelings immediately.
   1. Not at all true  2. Rarely true  3. Somewhat true  4.Always true
4. People view me as aggressive and dynamic.
   1. Not at all true  2. Rarely true  3. Somewhat true  4.Always true
5. I have used alcohol or drugs to calm myself when I felt angry.
   1. Not at all true  2. Rarely true  3. Somewhat true  4.Always true
6. I get easily irritated.
   1. Not at all true  2. Rarely true  3. Somewhat true  4.Always true
7. When I try to suppress my anger, I end up feeling tired and/or depressed.
   1. Not at all true  2. Rarely true  3. Somewhat true  4.Always true
8. I hate myself for feeling angry so frequently.
   1. Not at all true  2. Rarely true  3. Somewhat true  4.Always true
9. People feel afraid of me.
   1. Not at all true  2. Rarely true  3. Somewhat true  4.Always true
10. I wish that I were not so quick to react.
    1. Not at all true  2. Rarely true  3. Somewhat true  4.Always true
WEEK THREE
MANAGING LIFE WELL

DAY TEN
STRESS MANAGEMENT

GOAL:
The trainees will gain knowledge about stress factors and emotions.

At the end of this day, the Trainee will:

- Describe the effects of prolonged, unmanaged stress.
- Determine what stresses can and cannot be controlled.
- Analyze stress in their own lives.

MATERIALS/SUPPLIES

HANDOUTS
Self Test for Stress Levels
Symptoms of Prolonged Stress
Anger Do’s and Don’ts – Communication Style

ACTIVITY  STEP BY STEP
ICE BREAKER
SELF TEST FOR STRESS LEVELS
Stress
What Stress Does – Benefits and Dangers
Do’s and Don’ts Communication Style
Stress Related Problems in America

INSTRUCTOR’S NOTES
ICE BREAKER
Answers for Instructors Manual only!!
SELF TEST FOR STRESS LEVELS
Have Trainees complete the Self Test, but wait until after the discussion to explain the scoring.

DISCUSSION
Stress
What Stress Does
Do’s and Don’ts Communication Style
Have Trainees complete:
Benefits
Dangers
Stress Related Problems in America
Deaths from Heart Attacks, Cancer, Alcohol and Drugs

SCORING - Self Test for Stress Levels (For Instructor’s Manual only)

Scores more than 300 indicate that the individual has a very strong chance of becoming seriously ill within the next twenty-four months if stress is not relieved.
Scores between 150 - 299 indicate the individual has a 50% chance of getting sick in the near future.
Scores with less than 150, have about a 30% chance of getting sick in the near future.
KEY WORDS

STRESS
MANAGEMENT
RELAXATION

KEY WORDS DEFINED

STRESS A force, action on the physical body, or the emotions. A physical, chemical, or emotional factor that causes bodily or mental tension, and may be involved in causing some diseases.

MANAGEMENT The act or art of administrating; control, direction.

RELAXATION The act of making or becoming loose or less tense; to get rid of tension; a relaxing activity or pastime.

HOMEWORK
Review the items marked on the Self Test and review notes from the discussion.

KEY TERMS:

Write answers to the following questions.
What stress symptoms do you have?
What areas of your life need better administrating, control or direction?
What forms of relaxation and recreation do you enjoy?
SELF TEST FOR STRESS LEVELS

INSTRUCTIONS: Circle each item that applies to you, but only if it occurred within the last 12 months. Add up the values circled.

<table>
<thead>
<tr>
<th>LIFE EVENT</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Death of a spouse</td>
<td>100</td>
</tr>
<tr>
<td>Divorce</td>
<td>73</td>
</tr>
<tr>
<td>Marital separation</td>
<td>65</td>
</tr>
<tr>
<td>Jail term</td>
<td>63</td>
</tr>
<tr>
<td>Death of close family member</td>
<td>63</td>
</tr>
<tr>
<td>Personal injury or illness</td>
<td>53</td>
</tr>
<tr>
<td>Marriage</td>
<td>50</td>
</tr>
<tr>
<td>Fired from a job</td>
<td>47</td>
</tr>
<tr>
<td>Martial reconciliation</td>
<td>45</td>
</tr>
<tr>
<td>Retirement</td>
<td>45</td>
</tr>
<tr>
<td>Change of health of family member</td>
<td>44</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>40</td>
</tr>
<tr>
<td>Sex difficulties</td>
<td>39</td>
</tr>
<tr>
<td>Gain of new family member</td>
<td>39</td>
</tr>
<tr>
<td>Business readjustment</td>
<td>39</td>
</tr>
<tr>
<td>Change in financial state</td>
<td>38</td>
</tr>
<tr>
<td>Death of a close friend</td>
<td>37</td>
</tr>
<tr>
<td>Change to different line of work</td>
<td>36</td>
</tr>
<tr>
<td>Change in number of arguments with spouse</td>
<td>35</td>
</tr>
<tr>
<td>Mortgage over $40,000</td>
<td>31</td>
</tr>
<tr>
<td>Foreclosure of mortgage or loan</td>
<td>30</td>
</tr>
<tr>
<td>Change in responsibilities at work</td>
<td>29</td>
</tr>
<tr>
<td>Son or daughter leaving home</td>
<td>29</td>
</tr>
<tr>
<td>Trouble with in-laws</td>
<td>29</td>
</tr>
<tr>
<td>Outstanding personal achievement</td>
<td>28</td>
</tr>
<tr>
<td>Spouse begins or stops work</td>
<td>26</td>
</tr>
<tr>
<td>Begin or end school</td>
<td>26</td>
</tr>
<tr>
<td>Change in living conditions</td>
<td>25</td>
</tr>
<tr>
<td>Trouble with the boss</td>
<td>24</td>
</tr>
<tr>
<td>Change in work hours or conditions</td>
<td>23</td>
</tr>
<tr>
<td>Change in residence</td>
<td>20</td>
</tr>
<tr>
<td>Change in schools</td>
<td>20</td>
</tr>
<tr>
<td>Change in recreation</td>
<td>20</td>
</tr>
<tr>
<td>Change in church activities</td>
<td>19</td>
</tr>
<tr>
<td>Change in social activities</td>
<td>19</td>
</tr>
<tr>
<td>Mortgage or loan less than $40,000</td>
<td>18</td>
</tr>
<tr>
<td>Change in sleeping habits</td>
<td>17</td>
</tr>
<tr>
<td>Change in number of family get-togethers</td>
<td>16</td>
</tr>
<tr>
<td>Change in eating habits</td>
<td>15</td>
</tr>
<tr>
<td></td>
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<td>------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Single person living alone</td>
<td>15</td>
</tr>
<tr>
<td>Christmas</td>
<td>13</td>
</tr>
<tr>
<td>Minor violation of the law</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>------</td>
</tr>
</tbody>
</table>

**SYMPTOMS OF PROLONGED STRESS**

Some of the symptoms that may indicate you are experiencing stress overload include:

1. Decision-making becomes difficult.
2. Day dreaming or fantasizing is used to get away from it all.
3. Cigarette, alcohol, and/or drug use (such as tranquilizers) is increased.
4. Thoughts trail off while speaking or writing.
5. Excessive worrying about everything.
6. Sudden outbursts of temper and hostility.
7. Not trusting anyone (even family and friends); being paranoid.
8. Forgetting appointments, deadlines, and dates.
9. Frequent spells of brooding and feeling inadequate.
10. Complete reversal in normal behavior.
11. Insomnia (can’t fall or stay asleep).
12. Problems are out of proportion (even the smallest problem seems overwhelming).
Following are Do and Don’t statements. Indicate what communication style the statement is correcting or is it an assertive action.

1. Do speak up when an issue is important to you.  
   Aggressive _______  Assertive _______  Passive _______

2. Don’t strike while the iron is hot.  
   Aggressive _______  Assertive _______  Passive _______

3. Do take time out to think about the problem and clarify your position.  
   Aggressive _______  Assertive _______  Passive _______

4. Don’t use “below the belt” tactics.  
   Aggressive _______  Assertive _______  Passive _______

5. Do speak in “I” language.  
   Aggressive _______  Assertive _______  Passive _______

6. Don’t make vague requests.  
   Aggressive _______  Assertive _______  Passive _______

7. Do try to appreciate the fact that people are different.  
   Aggressive _______  Assertive _______  Passive _______

8. Don’t tell another person what she or he thinks or feels, or “should” think or feel.  
   Aggressive _______  Assertive _______  Passive _______

9. Do recognize that each person is responsible for his or her own behavior, thoughts, what he or she does and doesn’t do.  
   Aggressive _______  Assertive _______  Passive _______

10. Don’t participate in intellectual arguments that go nowhere.  
    Aggressive _______  Assertive _______  Passive _______

11. Do try to avoid speaking through a third party or media.  
    Aggressive _______  Assertive _______  Passive _______

12. Don’t expect change to come about from hit and run confrontations.  
    Aggressive _______  Assertive _______  Passive _______

70
DAY ELEVEN
PERSONAL STRESS MANAGEMENT PLAN

GOAL:
At the end of this day, the Trainees will:

- Know techniques that will help them manage stress.
- Build personal exercise programs.
- Define nutrition and understand its role in good health.
- Understand the seven Dietary Guidelines for Americans.
- Analyze their diet based on the five major food groups.
- Locate specific ingredients on food labels.

MATERIALS/SUPPLIES

PERSONAL STRESS MANAGEMENT PLAN
BUILDING AN EXERCISE PROGRAM
RELAXATION

ACTIVITY                      STEP BY STEP

ICE BREAKER                    Coping with stress
Encourage the Trainees to be attuned to the issues that cause self-induced stress.
“Personal Stress Management Plan”
Relaxing and Managing Stress
Nutrition

INSTRUCTOR’S NOTES

ICE BREAKER     Use the Relaxation Exercise attached, or any relaxation exercise you think would be appropriate for the group and setting. You may wish to bring a tape player with tapes that are good for Relaxation, i.e. Sounds of Nature, or Classical music.

Coping with Stress
Encourage the Trainees to be attuned to the issues that cause self-induced stress.
In order to have a complete understanding of this process, Trainees will be asked to complete their own “Personal Stress Management Plan.”
Using a transparency for “Personal Stress Management Plan” write an example of I & II.

**Example:**
I. Not enough money to pay the bills each month
   A. What can I control?
      1. Too many credit card bills
      2. Amount of utilities wasted
      3. Ordering pizza too many times during month
   
   B. What can I not control?
      1. The amount of the insurance on the automobile
      2. The amount of the car payment
      3. My brother’s getting in jail, putting up bond
   
   C. What am I going to do?
      1. Cut up the credit cards, and pay by cash.
      2. Watch the lights and appliances (TV, stereo, etc.) that are left on when not being used.
      3. Set a budget amount for utilities. Next month, it will be available for other bills.

   Include in your discussion of how to manage stress:

   **Relaxing**
   - Deep Relaxation
   - Deep Breathing

   **Physical fitness and exercise**
   - Aerobic exercise
   - Isotonic Exercise
   - Stretching

   **Proper balance**
   - Balanced Nutrition
   - Balance of Time

**HOMEWORK**
Complete the “Personal Stress Management Plan”
COPING WITH STRESS

After identifying causes of stress, know how to reduce stress.

1. Use your support system of friends or relatives to whom you can talk. They may not have a solution to problems, but the act of confiding in another person and talking through a problem can make a person feel better.
3. Awareness of stress signals can help make one aware of stress increasing.
4. Keep track of daily stress factors and rate the stress. Note if there are specific patterns with specific people, problems, places, times, etc.
5. Realize you can only do so much and that you may need to take one thing at a time.
6. Adapt in situations you cannot change.
7. Maintain good nutrition and a balanced diet.
8. Get adequate rest and sleep.
9. Have adequate recreation, time to play.
10. Take steps to improve self-esteem.
11. Plan ahead and manage time better. Make lists and prioritize what needs to be accomplished.
12. Stay home and recuperate when sick.
13. Develop interests and something to do besides work.
14. Know that only one person can reduce stress -- you.
15. Say “NO” when you have too much to do.
16. Stop when you are tired.
17. Relax. Practice Relaxation exercises daily.
PERSONAL STRESS MANAGEMENT PLAN

1. Symptoms I am currently experiencing that may mean prolonged stress:
   List all symptoms, illnesses, recurring problems, issues worried about.
   List any other factor that has occurred in the past 12 months.

2. Things I am worrying about that I CAN control or influence:
   Indicate which items on the list can be controlled, and how.

3. Things I am worrying about that I CANNOT control or influence:
   Indicate whose problem or issue is this and why you are worried.
   How does it really affect you? What part of this can you control or influence?

4. Things I can do to relieve or reduce my stress:
   List what can be done to relieve or reduce the stress on you.
   List what you are going to do to.

TEACHER’S MANUAL
(An outline can be written. #1 above can be Roman numerals, #2 can be listed under “A”, #3
can be listed under “B”, and #4 can be listed under “C”). (Illustrate how this outline can be
used to complete the above exercise.)

I. ___________________________________________
   A. ___________________________________________
      1. ___________________________________________
      2. ___________________________________________
   B. ___________________________________________
      1. ___________________________________________
      2  ___________________________________________
   C. ___________________________________________
      1. ___________________________________________
      2. ___________________________________________

II. ___________________________________________
   A. ___________________________________________
      1. ___________________________________________
      2. ___________________________________________
   B. ___________________________________________
      1. ___________________________________________
      2  ___________________________________________
   C. ___________________________________________
      1. ___________________________________________
      2. ___________________________________________
OTHER RELAXATION EXERCISES

DEEP BREATHING: Breathe deeply several times a day. This releases stale air and at the same time nourishes your body tissues and nerves. Make sure you are breathing deep into your stomach. Check this by putting your hand on your stomach as you breathe deeply. You should feel your hand rise slightly with the air. As you release the air, you should feel your hand sink. Breathe in to the count of 8. Then, breathe out slowly through your mouth to the count of 16. Do this exercise several times a day.

COUNTING BACKWARDS: Close your eyes and become aware of how your body feels. Consciously try to relax any tension in your body. Slowly say to yourself, 10 - I am relaxed. 9 - I am more relaxed. 8 - I am feeling deeper relaxation spreading through my body. 7 - I am more and more fully relaxed. etc. When you get to 1, you will feel more relaxed and calm.

This exercise is fast and easy and can be repeated throughout the day.

VISUALIZE A FAVORITE PLACE: Close your eyes and breathe deeply. As you begin to relax, visualize a special place – a calm and relaxing place (it might be at the beach, in the woods, in the mountain, by a stream or any place that might be special to you). Picture yourself doing something you like to do there. Let that picture stay in your mind and enjoy it for several minutes as you relax.

TOTAL RELAXATION: Get comfortable. (Lie down or sit in a comfortable chair. Don’t cross your arms or legs. Allow your whole body to sink into the chair or floor. Close your eyes. Take several deep breaths. With each breath, become more and more relaxed.)
Start by relaxing your feet, and move slowly towards your head. Mentally, tell each major part of your body to become more and more relaxed (i.e., My knees are becoming more and more relaxed – repeat.) This may seem awkward at first. You may even be more aware of the tension than before. But, this still indicates you are beginning to relax. After doing this many times, you may notice numbness, tingling or a cold sensation.

Move from the feet to the ankles – to the lower legs – to the knees – to the thighs – to the buttocks – to the abdomen – to the chest - to the back - to the neck - to the shoulders and upper arms – to the elbows to the lower arms - to the wrists, hands and fingers. Then move to the jaw – let it drop open. Then relax the muscles around the mouth – the eyes – the forehead – and the scalp. Allow these feelings to flow throughout the body.

Teacher’s notes: Have the trainees discuss an exercise program that is reasonable and controllable for them.

BUILDING AN EXERCISE PROGRAM

<table>
<thead>
<tr>
<th>EXERCISES I CAN SAFELY DO IN MY OWN ENVIRONMENT</th>
<th>HOW MANY TIMES A WEEK</th>
<th>ACCOMPLISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>76</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Simple Relaxation Exercise

1. Have the trainees pull back from their desks and free their hands of writing utensils. Have them sit tall in their chairs and place both feet on the floor.

2. Darken the room, close the door and make sure the room is quiet. Use your most soothing voice and a slow pace as you give the following directions.

3. Direct the trainees to close their eyes and concentrate on deep breathing for a few minutes. Fill their lungs as much as they can, breathing into their nose and out of their mouths. (Pause a few minutes to allow them to feel the effect).

4. Direct the trainees to relax their facial muscles, the muscles around the eyes, the jaw. (Pause a few minutes to allow them to feel the effects).

5. Direct the trainees to relax their neck muscles. (Pause for a few minutes to allow them to feel the effects).

6. Direct the trainees to relax the muscles in both arms, progressing from their upper arms, to their lower arms, to their hands, to their fingers. (Pause a few minutes to allow them to feel the effects).

7. Direct the trainees to relax the muscles in their thighs, their lower legs, their feet, and their toes. (Pause a few minutes to allow them to feel the effects).

8. Direct the trainees to concentrate on deep breathing again. (Pause a few minutes to allow them to feel the effects).

9. Direct the trainees to open their eyes. Put the lights back on. Discuss with them how they felt during the exercise and how they feel after the exercise.

10. Encourage the trainees to repeat this exercise whenever they feel stressed.
WEEK THREE
MANAGING LIFE WELL

DAY TWELVE
TIME MANAGEMENT

GOAL:
The trainees will begin to understand that life is time, and beneficial use of time improves success.

At the end of this day, the Trainee will:
Understand success is related to managing time beneficially.
Understand time concept related to success.
Have concept of time is related to goal setting.
Have understanding of time in life planning.

MATERIALS/SUPPLIES
Transparencies
Maturity Means
Commitment
Never Admit Defeat!
Ladder of Achievement

ACTIVITY    STEP BY STEP
ICEBREAKER

INSTRUCTOR’S NOTES
ICEBREAKER

DISCUSSION

TEACHER’S NOTE: Use the handouts on defeating achievement, commitment and maturity embellish the discussion.

Are you willing to spend every evening the next two weeks to make a start on attaining a lifetime goal even though success is not assured? If you don’t try, you guarantee failure. If you do try, you have the chance to succeed. Failure is still a possibility.

Most people spend their lives minimizing losses rather than maximizing gains. For example: reading the Sunday paper - you waste time reading much that doesn’t really interest you, when you could have played with the kids, read a book, or worked at a hobby.
Some people use up valuable time by endlessly weighing pros and cons for fear of taking a wrong step. Making “mistakes” can be a great time-saver. You find out what works by trying.

You get rid of unrealistic goals by having tried and failing to accomplish them. Studies have shown that people who hoped (and strived) for success were happier and accomplished more than those who feared (and expected) failure. If you’re willing to accept the initial failures on your way to success, you’ll find the energy you need to keep digging until you hit pay dirt.

Don’t be discouraged by “mistakes.” Trial and error is part of being human. Think that each “mistake” brings you a little closer to eventual success.

HOMEWORK
Write out a statement telling how you believe you have used your time in the past. What is the most important action you can change to create beneficial use of time? What goal or success can you achieve by making a change in the action?

KEY TERMS
TIME
ACHIEVEMENT
COMMITMENT

KEY TERMS DEFINED
TIME The period during which an action, process, or condition exists or continues; a period when something occurs; a measured period of life common to all living creatures.

ACHIEVEMENT The act of getting something through effort; accomplishing something attempted.

COMMITMENT A pledge or promise to do something; dedication to a long-term course of action.
MATURITY MEANS

RESPONSIBILITY
INTEGRITY
DEPENDABILITY
ABILITY TO DISAGREE
PERSEVERANCE
PATIENCE
FACING UNPLEASANTNESS
HANDLING FRUSTRATION
CONTROLLING ANGER
REMAINING CALM
HUMILITY
UNSELFISHNESS
BEING PEACEABLE
Commitment is what transforms
a promise into reality.
It is the words that speak
boldly of your intentions
And the actions which speak
louder than the words.
It is making the time
when there is none.
Coming through time after time,
year after year after year.
Commitment is the stuff
character is made of;
The power to change
the face of things.
It is the daily triumph
of integrity over skepticism.
Abraham Lincoln just had a few rough spots in life.
Failed in business ‘31
Defeated for legislature ‘32
Again failed in business ‘33
Elected to legislature ‘34
Sweetheart died ‘35
Had nervous breakdown ‘36
Defeated for Speaker ‘38
Defeated for Elector ‘40
Elected to Congress ‘46
Son died ‘50
Defeated for Senate ‘55
Defeated for Vice President ‘56
Defeated for Senate ‘58
Elected President ‘60
# Ladder of Achievement

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>I DID</td>
</tr>
<tr>
<td>90%</td>
<td>I WILL</td>
</tr>
<tr>
<td>80%</td>
<td>I CAN</td>
</tr>
<tr>
<td>70%</td>
<td>I THINK</td>
</tr>
<tr>
<td>60%</td>
<td>I MIGHT</td>
</tr>
<tr>
<td>50%</td>
<td>I THINK I MIGHT</td>
</tr>
<tr>
<td>40%</td>
<td>I AM NOT SURE</td>
</tr>
<tr>
<td>30%</td>
<td>WHAT IS IT?</td>
</tr>
<tr>
<td>20%</td>
<td>I DON’T KNOW HOW</td>
</tr>
<tr>
<td>10%</td>
<td>I CAN’T</td>
</tr>
<tr>
<td>0%</td>
<td>I WON’T</td>
</tr>
</tbody>
</table>
DAY THIRTEEN
SEARCHING FOR THE PRINCIPLE: JOBS

GOAL:
At the end of this day, Trainees will be able to:

- Understand where to look for available jobs.
- Know how to complete a job application accurately.
- Enhance their interviewing skills.

MATERIALS/SUPPLIES
(Teacher’s Note: Use the handouts or transparencies to generate discussion.)

- Transparencies
- Work Performance
- Reasons for Applicant Not Hired

ACTIVITY
STEP BY STEP
ICEBREAKER
Discussion
Resume
Application
Interview
Maturity
Who do you work for?

INSTRUCTOR’S NOTES
ICEBREAKER
Group Resume
Within each one is an incredible array of talents and experiences.
Suggest that one way to identify and publicize the group’s resources is to compose a group resume (you may want to suggest a job or contract they could be bidding for.)

1. Divide Trainees into groups of at least six members.
2. Give the groups markers and newsprint on which to display their resume.
3. It should include any data that sells the group as a whole, such as information about educational background, schools attended, total years of professional experience, positions held, professional skills, hobbies, talents, travel, family, major accomplishments, publications.
4. Invite each group to present its resume and then celebrate the total resources contained within the entire group.
DISCUSSION
Resume – Invitation to apply
Application – Qualify to do job
Interview – Adoption into company family

Maturity
Who do you work for?
Discuss a change of mental attitude thinking.

CEO
This frame of mind thinking is that the person is really self-employed. He/she is the chief executive officer (CEO) of their own life. As such, he/she must be the one to determine what is done to insure the success of their life. In looking for the source of revenue for their life, they must look at a JOB differently. They are already employed by themselves for their life. They must find a JOB in order to do the set of tasks that must be done to receive the money in exchange for the work. They must then perform as the sales person, when they are job searching. They must then be the contract negotiator to get the job that will benefit their life. When going for the job interview they are going in as a business negotiator. This will help them to focus on their ability to perform skills to benefit the other company, instead of focusing on the personal need for employment.

INTERVIEW
The new way of thinking is that the interview is really an adoption review for the company family. At the interview the company is looking to see if the Trainee will fit into the family. It is not the Trainee’s skills that are being reviewed but rather the personality and character of the Trainee and whether he/she will fit into the particular family, which is the company. The ability of the Trainee to be assertive in communicating will benefit both the company and the Trainee. The interview is a two-sided process. The company is looking for a new member of the family (employee), and the Trainee is looking for a new family (employment at the company). Have Trainees refer to “Work Performance” for the qualities that are being looked for in the new family member (employee).

ENTREPRENEUR
This way of thinking is that the person is able to create income. The income may come from more than one source… instead of just the primary Job. Employment with one employer will not meet all of the income needs for a lifetime. Income may need to be made from second jobs, home businesses, investments, real estate.

HAZARDOUS MATERIAL
The business of hazardous materials handling opens up many possibilities for advancement for the individual. Have the Trainees brainstorm the many possible opportunities in this field -- new positions and responsibilities, i.e. inspectors, new businesses, companies to clean up hazardous material contamination, etc.
HOMEWORK

Write out what kind of company (new family), the work environment, the type of people to work with, what you want this employment to do to improve your life… in addition to money (income). Tell how life will be better in areas of emotional, spiritual, social, health, and financial.

KEY TERMS

JOB
CAREER
EDUCATION
TRAINING
PRINCIPLES
KNOWLEDGE
DEPENDABILITY
COOPERATION
LEADERSHIP
WORK PERFORMANCE
ENTREPRENEUR

KEY TERMS DEFINED

JOB                  A set of tasks to be done in a given amount of time for a given amount of money.
CAREER              A course of continued progress through a lifetime in respect to one’s work.
EDUCATION           The learning process to develop and use one’s mental, moral and physical powers to gain experience.
TRAINING            Preparatory discipline for participants; instruction and direction in a course of study.
PRINCIPLES          Natural laws formulated and accepted by the mind as a guide; an essential truth upon which other truths are based.
KNOWLEDGE           A state of knowing what is known through training, experience, or conditioning.
DEPENDABILITY       Capable of being reliable, trustworthy.
COOPERATION         Working jointly together to a common end to share in the benefits.
LEADERSHIP          Quality of acting as a guide; leading a body of people to a common goal.
WORK PERFORMANCE    Qualities needed while accomplishing work.
ENTREPRENEUR        A person who organizes and manages a business undertaking.
WORK PERFORMANCE

QUALITY OF WORK  
Accuracy, neatness, and thoroughness of work
Economy of time and materials.
Care of equipment used.

QUANTITY OF WORK  
Productive output.
Speed and consistency of output.

DEPENDABILITY  
Follows instructions.
Exercises good judgment.
Punctuality, attendance, and safety habits.

COOPERATION  
Extent to which employee cooperates with other employees and departments.

VERSATILITY  
Resourceful in handling assignment and solving problems.
Versatile in application of knowledge and skills.

PLANNING  
Ability to plan for immediate and long-range assignment.
Sets realistic goals and timetables.

INITIATIVE  
Diligent work habits.
Strong sense of responsibility.

LEADERSHIP  
Inspires confidence, productivity, and teamwork
Fair and consistent use of discipline.
Reasons for an Applicant Not Being Hired

Poor personal appearance
Limp handshake
Sloppy application – misspelled works on application or resume
Lack of confidence and poise, ill at ease
Fail to look interviewer in the eye
Inability to communicate clearly, poor voice, diction, grammar
Answers only yes and no to open ended questions
Sloppy application – misspelled works on application or resume
Makes excuses – evasiveness
Condemnation of past employers
Lack of tact
Lack of planning for career, no purpose or goals
Indecision
Unwilling to start at the bottom – expects too much too soon
Lack of interest and enthusiasm, passive, indifferent, apathetic
Lack of vitality – shuffling, slow movements
Over emphasis in money interest only in best dollar offer
Lack of maturity
Lack of courtesy – ill mannered
Lack of social understanding
Poor personal, life, marital problems
WEEK FOUR  
RAISING THE QUALITY OF LIFE  

DAY FOURTEEN  
SEARCHING FOR THE PRINCIPLES  “JOB SEARCH SKILLS”  

GOAL:  
The Trainees will understand job search skills.  

At the end of this day, Trainees will be able to:  

- Identify jobs that they are currently skilled to perform, then identify skills they use on those jobs.  
- Identify their ideal job and the skills necessary to be employed on that job.  
- Identify the skills they think are necessary to meet their goals.  

MATERIALS/SUPPLIES  
For each Trainee:  
A copy of Classified Ads  
Application forms from several local businesses.  
Handout  

Transferable Job Skills  
Teacher’s Note: Use the handout to embellish discussion.  

ACTIVITY  
STEP BY STEP  
JOB SKILLS  

DISCUSSION:  
Attire appropriate for an interview and the job itself.  
Do’s and Don’ts of Interviewing.  
Changing the way of thinking.  

INSTRUCTOR’S NOTES  
Read over the following to determine what class involvement you want to have. Depending on the time you have to be involved in each activity, the materials will vary, i.e. newspapers, Telephone Book Yellow Pages, pictures of dress, etc.
REVIEW
Networking

View of papers: resume & application

Emphasize purpose of form and neatness and accuracy

Fitting into the family

Negotiating the interview is a business meeting. Information should be provided to each side, and both sides should be offering to benefit the other. Personal problems should not be a part of the interview.

Each trainee will be given the classified section of the daily paper (any edition) and be asked to find the job(s) for which they currently qualify.

- Trainees will be asked to identify jobs that they are currently skilled to perform.
- Trainees will be asked to identify their ideal jobs and the skills necessary to be employed on that job.
- Trainees will identify the skills they think are necessary to meet their goals.

When a prospective job is found, have a Trainee call the company to get information about the company. This is not a call regarding the job itself. They can say they are in a job training class and they have a project to find out about companies that deal with hazardous materials. Trainees can find out about the interview process and what that company is looking for in employees.

A variety of sample job applications can be distributed, and Trainees will fill them out.

DISCUSSION:
Attire Appropriate for an Interview and the job itself

Pictures clipped from a variety of popular magazines are used to stimulate discussion of appropriate and inappropriate attire for a job interview.

Discuss the importance of appearance for a job interview.

Discuss the impact that first impressions have on an employer.

Makeup for work and fun

Personal Hygiene

Grooming for work/ shaving/ hair / ironing
Do’s and Don’ts of Interviewing

- Each student will have an opportunity to play the role of employer and employee.
- Discussion should follow after each role-playing scenario.
- Good interviewing skills should be highlighted. Point out interviewing skills that need improvement.

Phone Etiquette

Access to a computer

**HOMEWORK ASSIGNMENT**

Write a list of job positions and companies that employ for those positions. The list should contain names and phone numbers.

**KEY TERMS**

<table>
<thead>
<tr>
<th>RESUME</th>
<th>A profile of a person’s experience that corresponds to the job being sought.</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPLICATION</td>
<td>A form providing for the appropriate formal request for a job.</td>
</tr>
<tr>
<td>INTERVIEW</td>
<td>The formal meeting of an employer or the company’s representative, who is to examine the qualifications and the prospective employee, the applicant, for the purpose of determining the character and the ability of the applicant to fit into the company.</td>
</tr>
<tr>
<td>JOB SKILLS</td>
<td>The ability to perform the tasks required on the job.</td>
</tr>
</tbody>
</table>
Transferable Job Skills

No matter what position and job a Trainee has had in the past, there are basic skills the trainee learned and developed that are transferable to another job. It is important to focus on the skills of the job gained rather than the job that was held.

Basic skills

- Oral communication skills
- Written communication skills
- Organizing facts
- Organizing people
- Managing budgets
- Managing people
- Speaking to public
- Teaching others
- Problem solving
- Organizing detailed information
- Analyzing numerical data
- Using complex equipment
- Operating machinery
- Using tools
- Doing research
- Taking inventory
- Demonstrating procedures
- Interpersonal skills
- Listening well
- Being sociable
- Influencing others
- Motivating people
WHOSE JOB?

This is a story about four people named:
Everybody, Somebody, Anybody, and Nobody.

There was an important job to be done and
Everybody was sure that Somebody would do it.
Anybody could have done it, but Nobody did it.

Somebody got angry about that,
because it was Everybody’s job.
Everybody thought Anybody could do it,
but Nobody realized that Everybody wouldn’t do it.
It ended up that Everybody blamed Somebody
when Nobody did what Anybody could have done!

Anonymous – Source Unknown
DAY FIFTEEN
FINANCIAL: MEETING NEEDS, WANTS, & DESIRES

GOAL:
At the end of this day, Trainees will be able to:

- Use money management techniques to plan for life and job changes.
- Distinguish between a need and a want.
- Write long and short term goals.

MATERIALS/SUPPLIES
Transparencies
Brownsfield Analogy

ACTIVITY
ICE BREAKER
REVIEW
BUDGET

INSTRUCTOR’S NOTES
ICEBREAKER
Choice #1   Draw the place you would like to be living 5 years from now.

Choice #2   Draw a picture of what you would visualize life like if you had your money management under control.

INSTRUCTOR’S NOTE: Understanding of this exercise can be best understood through class discussion and practice. Each Trainee will get up and describe his picture. The Instructor will look for examples of Needs, Wants, and Desires pictured. These ought to be pointed out to the class as they are appropriate for a good quality of life.

Ask Trainees to distinguish between their needs and wants.

Key Words
Needs - Survival
Wants - Make life more comfortable
Desires - Extras for life
REVIEW
Needs Hierarchy
Money Management
(Maslow’s Hierarchy of Needs)

Money Management
Five areas –
1. Setting and evaluating personal goals,
2. Determining household income and basic expenses,
3. Allocating income to meet expenses promptly,
4. Becoming a knowledgeable consumer,
5. Managing day-to-day financial records.

BUDGET
Trainees will learn how to develop their own budget, and relate this exercise to the long and short term goals that have been established.

PLANNING
INCOME Income is not fixed; it can be increased. Discuss the various ways income can be increased, i.e. gifts, second job, promotion, new job after education.
EXPENSES Fixed or Variable
INVESTMENTS Be sure to pay yourself. The amount should become part of net worth.

Setting and Evaluating Financial goals
Set realist objectives. If set too high, you may become frustrated and give up your plan.
Be flexible. You may need to make changes or adjustments as your life and financial situations change. Don’t make a plan so tight that minor changes in your life cause you to redo the entire plan.
Be specific. Vague objectives may never be met.
Distinguish between wants and needs. A lot of people get these mixed up. Make sure your needs are just that. A lot of us really want something, but that doesn’t make it a need.

Establishing Long and Short Term Goals
Instructor's Note: Give trainees examples of long and short-term financial goals. Then, they will be asked to establish their own long and short-term financial goals, rank them according to importance, and assign a dollar value.

HOMEWORK ASSIGNMENT

Fill out the “Budget”. Be sure and include all bills and areas of expenses. If there is not enough income, list as many sources of new income, and ways that the expenses can be managed to reduce the amount of the expense.

KEY TERMS

NEEDS
WANTS
DESIRE
FIXED
VARIABLE
BUDGET
MONEY MANAGEMENT

KEY TERMS DEFINED

NEEDS A condition necessitating a supply of something required for survival.

WANTS To wish fervently for something when all needs are met; that which makes life more comfortable.

DESIRE A yearning or strong longing for something extra not required for life.

FIXED Remains unchanged over a period of time.

VARIABLE Changes or is able to be changed.

BUDGET A written statement of how money is handled, where it is to be drawn from, and where it is to be spent.

MONEY MANAGEMENT The systematic approach to handling money to accomplish success.
ABRAHAM MASLOW’S HIERARCHY OF NEEDS

- Self-Actualization
- Esteem
- Love
- Safety
- Physiological
DAY SIXTEEN
FINANCIAL – PLANNING AND ESTABLISHING

GOAL:
At the end of this day, Trainees will be able to:
Understand how to balance and evaluate a budget.
Ask appropriate questions when selecting a checking account, savings account, and applying for credit.
Understand the do’s and don’ts of shopping wisely.
Understand how to achieve goals through budgeting.
Know how to develop their own budget, and relate to the long and short term goals that have been established.

MATERIALS/SUPPLIES
ESTABLISHING CREDIT
MONTHLY BUDGET PLANNING WORKSHEET

ACTIVITY
STEP BY STEP
BUDGETING PROCESS

INSTRUCTOR’S NOTES
BUDGETING PROCESS

A budget is a plan for managing your money each month. Some people prepare budgets for a whole year. The budget shows how much money you will take in for the month and also shows how much you plan to spend and save. How often do you find yourself unable to make one paycheck last until the next arrives? Do you meet current expenses, but have nothing left to save? These problems are common to almost everyone. A budget can help you reach more of your goals.

Discussion of this process will focus on the advantages of planning and sticking to a budget, as well as, the advantages to saving, regardless of the amount.
BALANCING AND EVALUATING YOUR BUDGET

Discussion will focus on how realistic is the budget that has been prepared. “Do expenses exceed income?” “Is there any money left for emergencies?” “Where can your budget be adjusted in order to be in line with your estimated income, i.e. reduce fixed and variable expenses?”

PAYING BILLS AND GETTING ORGANIZED
Trainees are asked to ponder these questions:

- When you get a bill in the mail, what do you do with it?
- When you get a receipt from the store or a deposit slip from the bank, do you keep it or throw it away?
- What are the advantages of organizing these important documents?

Your budget will probably continue to change from time to time. Continually go back over the budget and carefully examine how well income and expenses balance.

Use the following questions as a guide:

- How close were you?
- Did you estimate fairly and accurately?
- Were there any areas you were very far off on estimations?
- Did you forget anything in your budget?
- Did you spend any money you did not plan for?
- Did you allow enough money for everything?
- Did you allow too much for anything?
- Did you (and everyone in your family) stick to the budget?
- Did you stick to cash?
- Were all credit card debts emergencies, and paid at end of month?

After you have tried it out for several months, evaluate how well you are doing at estimating your expenses. If you are having problems, see if there is a trend (i.e. are there certain items you are always missing?) See if you can figure out why these trends exist.

If the budget doesn’t work for you at first, change it until it does. Don’t get discouraged.

Balancing the Budget Principles
There are two sides to the balance, Income and Expenses. Increase the Income and decrease the excess, wasteful Expenses.
Paying Bills and Completing the Budget

Plan a budget and pay bills at the first of the month or when the bill comes in.

At one time, all bills could be paid at first of the month, but now some companies send bills out on a stagger billing, depending on the name or account type. But payment needs to be made within five days of the first of the month or receipt of the bill.

To get started, place all bills in front of you on the table.

Begin with the Income.

Enter the Take Home, or After Tax wage for each source of income. Then add up all income to determine the TOTAL INCOME.

Complete the Fixed Expenses by entering the amount of each of these bills. Then add up all of the Fixed Expenses = Total Fixed.

Complete the Variable, Flexible Expenses, enter the amount of each of these bills, or the amount actually spent during the previous month and total Variable.

Always pay the expenses for Needs first. Write the date you paid the bill in the Date Paid column.

Then pay the wants, and lastly the desires. These will usually be the variable, flexible bills.

Note the date paid.
Establishing Credit

WAYS TO BUILD GOOD CREDIT HISTORIES

CREDIT HISTORY
It is important to establish a history of credit worthiness before a financial institution will lend you money. Credit reporting agencies keep credit histories and sell them to potential creditors. The Federal Fair Credit Act allows you to learn what is in your credit file and to question any of the information it contains.

HOW LENDERS VIEW CREDIT HISTORIES

Potential lenders, such as banks, charge card companies, and stores evaluate your income, debts, savings, and other assets, as well as your promptness in paying bills.

The Federal Equal Credit Opportunity Act prohibits lenders from denying credit on the basis of race, gender, color, religion, national origin, age, marital status, because all or part of the applicant’s income comes from public assistance, or because the applicant has exercised a right under the Consumer Credit Protection Act. If credit is denied, the law gives the applicant the right to know why.

Some creditors use scoring systems that compare an applicant’s financial situation to those of their current credit users to predict who will be a good credit risk.

Sometimes the item being financed helps determine whether you qualify for a loan, because the product is “security” that will be returned to the creditor if you default or stop paying on the loan.

You should be careful not to apply for credit from too many places at once. A creditor may turn you down if the total amount of credit you have is more than the creditor allows for someone in your circumstances.

From THE PRINCIPLES OF MANAGING YOUR FINANCES,
U.S. Department of Agriculture, 1986
MONTHLY BUDGET PLANNING WORKSHEET

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TOTAL EXPENSES
DAY SEVENTEEN
FINANCIAL – LONG TERM GOALS

GOAL:
Understanding the Life Long View

At the end of this day, Trainees will be able to:

- Understand the importance of looking at financial needs as life long rather than monthly needs.
- Establish their own long-term goals.
- Rank their long-term goals according importance.
- Assign a dollar value to their goals.

MATERIALS /SUPPLIES

One transparency for each listed
The Goal Setting Process
Chalkboard or flip chart
Copies of Handouts (one per trainee)
The Goal Setting Process

ACTIVITY

GOAL SETTING PROCESS
LIFE PLANNING

INSTRUCTOR’S NOTES
(For Instructor’s guide only)

THE GOAL SETTING PROCESS
1. VISION
2. CHECKPOINT
3. REALIZING
4. BARRIERS
LIFE PLANNING
Discuss each of these topics in view of what is wanted in the long term and what needs to be done in the short term to begin on the way to success and achieving the goal.

EDUCATION
RETIREMENT
INVESTMENTS
HOUSE

HOMEWORK
Review the Goal Setting Process. Write it down for yourself on another piece of paper.

KEY TERMS
GOAL
VISION
BRAINSTORMING
BARRIERS
LIFE PLANNING
LONG TERM GOALS

KEY TERMS DEFINED
GOAL An aim, destination, or objective.
VISION The foresight or imagination of how things should be, paying little regard to how they actually are.
BRAINSTORMING A technique for eliciting ideas, decisions or solutions to problems by concentrated, uninhibited discussion.
BARRIER An obstacle barring access or advancement, or hindering progress.
LIFE PLANNING A detailed course of action designed to construct the positive outcome for the years of the entire life.
LONG-TERM GOALS The aim which has a completion date greater than the midpoint check; usually 2 or more years.
The Goal Setting Process

**VISION**
Envision what you want to achieve in ten years. What do you want your life to be like? What do you want? What don’t you want? What do you want to change?

**MIDPOINT**
Now think about 5 years from now. If you were to select a midpoint to check where you are, what would it be like?

**REALIZING**
To be able to reach your goals in the view of over a long time, what goal needs to be reached in half the time as your long-term goal?

**BARRIERS**
Now look at the present. What are the barriers between where you are right now, and where you need to be at the mid-point and later in the long term? What barriers cannot be overcome, because you have no control in being able to make them come to pass? What barriers can you overcome by yourself? What barriers can be overcome, but you need the help of someone else?

**NETWORKING**
Who can you network with to overcome the barriers?

**BRAINSTORM**
Now, think about how someone else might set about reaching your long-term goals. Think about a variety of ways. Don’t close your mind to any idea. THIS IS NOT THE PLANNING STEP! All ideas are good. Even the ones you say won’t work. Writing down your thoughts is GOOD.

**DEVELOPMENT**
Now that you have written down a lot of ideas, take the ideas and develop a workable plan. Throw out any idea that does not have the principle that you have the control. So if you do not have the control of your actions, throw them out and work with what is left. Put the ideas together into a plan. Then make a second plan, or a third, etc.

**TIMEFRAME**
After developing the plan, then go back to each step and affix time when it is to be done. Have a time to check to see how things are progressing. And, have a due date, a final date when you can mark success being achieved.

**FEELINGS**
Look back over each step of the plan and the dates. Now ask yourself how you feel about being able to do this. If you have any doubt, then go back to developing a plan that you can feel good about. NOTE: Usually if you feel uncomfortable about any part of the plan, the plan may not succeed.
**ACTION**  Once you have a plan you feel good about, begin to take action. Take it one small step at a time.

**EVALUATION**  As you progress through your plan, evaluate whether things are working. If they are not, be flexible and willing to change your plan, so you that you can succeed.
WEEK FIVE
DEVELOPING THE WHOLE SELF

DAY EIGHTEEN
SELF IDENTIFICATION

GOAL:
At the end of this day, Trainees will be able to:

- Identify the characteristics that enhance positive interpersonal skills.
- Develop effective communication skills.
- Develop skills to effectively handle problems and conflict.
- Develop skills in understanding and appreciating diversity among people.

MATERIALS / SUPPLIES

ACTIVITY
ICE BREAKER

STEP BY STEP

DISCUSSION
WHAT MAKES YOU UNIQUE?

INSTRUCTOR’S NOTES
(For Instructor’s guide only)

ICE BREAKER
Unique
Select some item that is natural, such as nuts, potatoes, rocks, seed pods, etc. Whatever is natural and complete in itself.

Pass out one each to each Trainee. Have Trainee get well acquainted with the item, their item. Know all of the dots, identifications, and individual characteristics by feel. This part of the exercise should not last more than three to five minutes. Then have the Trainees put their item with everyone’s in a brown bag. Have each trainee put one arm into the bag, feel around, and find their item according to touch only.

Ask each Trainee how they knew that this item was theirs.

DISCUSSION
There should be group discussion following this Ice Breaker to determine whether or not the trainees know themselves as well as they know their item.

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REVIEW

- Temperament
- Communication Style
- Values
- Responsibility
- Physical
- Spiritual
- Mental
- Financial
- Social
- Family
- Career

**What makes you Unique?**
Think about yourself in terms of Temperament, Communication Style, Values and Responsibility.

**Temperament**
These are rare general tendencies that are you in given situations. Think about home, social, work, and when you are by yourself.

**Communication Style**
The style of communication depends on the emotion affecting you in a given situation. What communication style describes you most in different situations?

**Values**
Are less likely to vary from situation to situation, but may vary as we try to please others so we can obtain recognition and acceptance from them.

What about each of these areas do you see a need to change in order for you to achieve your goals?

Specifically think about each of the areas of responsibility.

**HOMEWORK**
A night of reflection on each of the areas of responsibility and how life should be.

**KEY TERMS**
Assessment
Values
Self Determination
KNOW YOURSELF

Temperament Types

**Compassionate**
You are very sensitive to other people, to all kinds of external stimuli such as noise, color and movement. Sensitive temperament types are inclined to be compassionate, emotionally vibrant, and intuitive.

**Focused**
You are conscientious about your feelings, and what you can do about them. You are prone to melancholy and worry. Focusers can become depressed or markedly obsessed. But when they are in their comfort zone, they are focused (in the positive sense); attentive, connected, and conscientious.

**Creative**
You can be quite dynamic, especially in a work situation. When comfortable, this temperament type leads to expressiveness of a more passionate nature. However, at the extreme, this personality type can become irritable and prone to anger and hostility.

**Impulsive**
Your instinct dictates that you turn outward, to seek out sensations and high-risk activities that will arouse you. When your cravings for arousal get the best of you, you are blindly drawn to sensation seeking – either in love or in work. When misdirected, your seeking may result in impulsive or self-destructive behavior and addictions. On the plus side, the impulsive type may find challenge, action, drama, and adventure from which he/she derives enormous satisfaction.
Who do you want to be?

Assertive Characteristics

- Calm
- Caring
- Cheerful
- Confident
- Considerate
- Creative
- Curious
- Dependable
- Determined
- Dignified
- Disciplined
- Energetic
- Enthusiastic
- Goal-Achieving
- Good Listener

- Gracious
- Happy
- Healthy
- Honest
- Knowledgeable
- Loving
- Loyal
- Mature
- Motivated
- Optimistic
- Organized
- Sincere
- Trusting
- Understanding
- Upright
BEHAVIORAL STYLES

Descriptive Terms

Dominant - Director - Talker
- Impatient
- Confident
- Competitive
- Fears being taken advantage of
- Needs direct answers
- Volunteers for jobs
- Thinks up new activities
- Looks great on the surface
- Creative and colorful
- Has energy and enthusiasm
- Starts in a flashy way
- Inspires others to join
- Charms others to work

Influencing - Relater - Watcher
- Emotional
- People-oriented
- Optimistic
- Fears loss of social approval
- Needs freedom
- Competent and steady
- Has administrative ability
- Peaceful and agreeable
- Mediates problems
- Avoids conflicts
- Good under pressure
- Finds the easy way

Steady - Supporter - Worker
- Family Focus
- Loyal
- Possessive
- Fear loss of security
- Need time to adjust
- Goal oriented
- Sees the whole picture
- Organizes well
- Seeks practical solutions
- Moves quickly to action
- Delegates work
- Insists on production
- Makes the goal
- Stimulates activity
- Thrives on opposition

Cautious - Thinker - Thinker
- Organized
- Accurate
- By the book
- Fear Criticism
- Need lots of information
- Schedule oriented
- Perfectionist, high standards
- Detail conscious
- Persistent and thorough
- Orderly and organized
- Neat and tidy
- Economical
- Sees the problems
- Finds creative solutions
- Needs to finish what starts
- Likes charts, graphs, figures, lists
DAY NINETEEN
KNOWING YOURSELF

GOAL:
At the end of this day, Trainees will be able to:

- Know who they are and what they have learned.
- Determine their most important accomplishment since beginning the training.

ACTIVITY
ICE BREAKER
DISCUSSION

STEP BY STEP

INSTRUCTOR’S NOTES   (For Instructor’s guide only)
ICE BREAKER   SELF PORTRAIT
Ask Trainees to draw a picture of themselves, as they see themselves.
Ask the following questions:
- Is this person smiling?
- Do you see yourself as happy or sad?
- Do you see yourself as unique, pretty, or plain?

Divide the trainees into three groups, to share their feelings about their “self portrait.”
At the end, discuss whether or not the Trainees found it difficult to draw themselves.

DISCUSSION:
What do you want out of life?
- Your relationship with yourself
- With God
- With spouse
- With parents
- With family
- With neighborhood
- With community
- With society

How do you want to contribute your best to each of these areas?
What Do You Value?

- Religion
- Education
- Family vacation
- Saving money
- Insurance
- Recreation friends
- Health
- Jewelry
- Culture (theater, movies, plays, dance, recitals)
- Transportation
- Job success
- Prestige
- Food
- Making lots of money
- Starting a new business
- Family activities
- Paying off debts
- Entertainment
- New home
- Recreation equipment
- Personal appearance (clothes, shoes, hair cut)
- Other

Trainees will be asked to develop their plan of action from this day forward.

Have Trainees think about what they have learned and what they need to learn:
BASIC SKILLS COMPONENT
READING, WRITING, MATH, ESSENTIAL BASIC SKILLS

Industry Skills
(Data entry, office skills, hazardous materials, short term training options)

Computer Skills

- Workplace Readiness
- Work values, teamwork, dealing with change, interpersonal skills, attitude, time management, business/work image and etiquette
- Ethics, conflict resolution
- Emotions, anger management
- Options for work-based learning
- Cooperative education, internship, clinical, adult apprenticeship, job shadowing, volunteering

If additional training is used, what method of learning is best for the individual?

- Traditional classroom instruction
- Self-paced computer-based or assisted options in a computer lab
- Video course work
- Competency-based training
- Certification requirement training

HOMEWORK
Retake the Life Skills Assessment
DAY TWENTY
Communicating Effectively

GOAL:

- Identify those characteristics that enhance positive interpersonal skills.
- Develop effective communication skills.
- Develop skills to effectively handle problems and conflict.
- Develop skills in understanding and appreciating diversity amongst people.

ACTIVITY

SUMMARY OF WEEK

DISCUSSION:
Communicating Effectively
Role Playing

INSTRUCTOR’S NOTES
(For Instructor’s guide only)
Summary of Week

Communicating Effectively
- Learn to express yourself, and think carefully about what you want to say.
- Be precise, not general.
- Present one idea at a time and ensure that it is understood before continuing.
- Be pleasant and confident.
- Speak clearly when expressing your ideas.

Learn good listening skills. Careful listening avoids misunderstanding.
(It is work, but it helps you grasp what the speaker is trying to say.)

Here are some tips:

1. Give your undivided attention to the speaker. Show that you are interested in what is being said.
2. Do not rush, interrupt, or finish sentences for the speaker.
3. Ask questions if you need more information.
4. Paraphrase the speaker’s statements if you need a clearer understanding of what is being said.

Paraphrasing is summarizing what the speaker has just said. It is an extremely helpful tool because it:

- Makes you listen carefully.
- Lets the speaker know if the message was communicated correctly.
- Eliminates misunderstanding which can lead to conflict.

“So what you are saying is that you think today’s assignment is very important, and it could help as I go through life”

ROLE PLAYING

1. Play the game “Telephone” or some people may call it “Telegraph”.

   **Step 1** Have the trainees sit in a circle. Start a statement with the first trainee whispering in that person’s ear.

   **Step 2** Have each whisper the same statement to each one sitting next to them. It must be whispered into each person’s ear only once.

   **Step 3** Have the last trainee say out loud what he/she was told.

   **Step 4** Compare the beginning statement with the ending statement.

The purpose of this game is to show how faulty communication is without concentration and attention to the communication skills.

Have a role play with the following: a family situation, work scenario, etc. Create a situation that would apply to the greatest number of trainees.

*Example: Children are fighting over which program to watch on T.V. while mother wants to talk on the telephone.*
WEEK SIX
PLAN OF ACTION

DAY TWENTY ONE
LIFE PLANNING

GOAL:
At the end of this day, the trainee will:

- Have begun thinking in terms of long-term goals in life planning.
- Have written goals.

MATERIALS / SUPPLIES
Handout: Life Skills Assessment

ACTIVITY
STEP BY STEP
Turn in Homework

DISCUSSION
Life Planning
Goal Setting

INSTRUCTOR'S NOTES
(For Instructor’s guide only)

HOMEWORK
Pick up the Life Skills Assessment
These will be compared with the assessment done the first week.
How far has the Trainee come?
WEEK SIX
PLAN OF ACTION

DAY TWENTY TWO
INTERPERSONAL SKILLS

GOAL:

At the end of this day, the Trainee will:

- Understand the importance of improving interpersonal skills in developing functional relationships.
- Understand the benefits of good, clear communication in expressing oneself.

ACTIVITY

Step by Step

DISCUSSION AND PLAN OF ACTION

What to overcome

Characteristics of aggressive and passive behavior, and communication style

INSTRUCTOR'S NOTES

(For Instructor’s guide only)

- Enhancing Interpersonal Skills
- Why is it important to learn Interpersonal Skills

Definition: The possession of interpersonal skills refers to the ability to relate to other persons. For some people it is a natural talent. For others it is a skill that must be developed.

People will be more effective in communicating their thoughts and feelings, and getting the response they want. Being effective means learning how to:

a. Express feelings.
b. Present oneself well.
c. Give and receive compliments gracefully.
d. Say “no” when appropriate.
e. Resolve problems effectively.

People will be happier if they get along well with others. You will have:

a. More self respect when you recognize your success in dealing with people. You will also feel good about yourself.
b. More respect from others! They will appreciate your directness, honesty and dependability.
c. More respect for others! You will recognize and appreciate their skills and personal qualities.
Learn Good Self-Expression

**KEY TERMS**

Interpersonal Skills

**KEY TERMS DEFINED**

Interpersonal Skills The skills needed to relate to other persons.
WEEK SIX
PLAN OF ACTION

DAY TWENTY THREE
GOAL SETTING – TIME MANAGEMENT

GOAL:
At the end of this day, the Trainee will:

- Have a timeline for accomplishing their goals.

MATERIALS /SUPPLIES
Chalkboard or flip chart

ACTIVITY
STEP BY STEP

REVIEW
TRAINEES’ FEELINGS
DISCUSSION
SURVEYING FOR THE FUTURE

INSTRUCTOR’S NOTES
(For Instructor’s guide only)

REVIEW

SURVEYING FOR THE FUTURE
10-year dream
5-year vision
This month’s planning
6 months action plan

PRESENTATION

TRAINEES’ FEELINGS
Have each Trainee stand up before the class and have them tell what they have received from the entire program and also from Life Skills component.

HOMEWORK

Write out the 10-year dream, the 5-year vision, this month’s planning, and 6 months’ action plan. Be sure to write the goals in this order.
WEEK SIX
PLAN OF ACTION

DAY TWENTY FOUR
GOAL SETTING – REVIEW

GOAL:
The Trainees will conclude the program with a satisfied feeling

At the end of this day, the Trainees will:

- Have feelings of satisfactory completion in obtaining information important for their living.
- Complete all necessary forms and reports required by the program.
- Be given individually a positive statement to carry them forward to progress in putting their Plan of Action into force.

MATERIALS /SUPPLIES
Copies of Evaluation (one per trainee)

ACTIVITY
STEP BY STEP
EVALUATION
SUMMARY OF WEEK

INSTRUCTOR’S NOTES
(For Instructor’s guide only)

EVALUATION
Complete the Evaluation and Report for each Trainee.
Note problems Trainee had to overcome, and accomplishments made.

SUMMARY OF PROGRAM
Summarize the Overview of the Program as an entirety, looking forward to additional training and assistance they will receive. Summarize the Life Skills component with particular interest as to where the Trainee may be in five years.

Thank the Trainees for the opportunity to learn from them and express appreciation for knowing them. Reflect back to first day introductions and what they desired to receive.

The following section of the Life Skills Assessment can be administered at the completion of all activities as a gauge of individual improvement.
Trainee’s Name _______________________________________________________________  

35. Do you currently prepare a budget each time you are paid?  YES _____ NO _____  
36. I have a clear understanding of culture and ethnicity.  YES _____ NO _____  
37. I believe that my race has a direct relationship to where I am in my life.  
YES _____ NO _____  
38. My greatest ambition is to become ____________________________________________  
39. My self esteem is (check one):  
Low _____  
Medium _____  
High _____  
40. My personality can best be described as (check one):  
Passive _____  
Aggressive _____  
Assertive _____  
41. I currently have a checking account.  YES _____ NO _____  
42. In my opinion, it is important to have a checking account.  YES _____ NO _____  
43. I currently have a savings account.  YES _____ NO _____  
44. In my opinion, it is important to have a savings account.  YES _____ NO _____  
45. I believe others are responsible for my success or failure in life. YES _____ NO _____  
46. I handle stressful situations very well.  YES _____ NO _____  
47. I am a very stressful person.  YES _____ NO _____  
48. When I am stressed out, usually______________________________________________  
49. I like to stick with a task until it is finished. Never _____ Sometimes _____ Always _____  
50. I read the labels on food before I purchase it.  YES _____ NO _____  
51. I exercise on a regular basis.  YES _____ NO _____
52. I get nervous when I have to speak before a group of people. YES _____ NO _____

53. My favorite meal is
____________________________________________________________

54. How do you feel about yourself?
___________________________________________________________

55. How do you feel about your racial group?
___________________________________________________________

56. How do you view your personal power?
___________________________________________________________

57. I take responsibility for myself. YES _____ NO _____

58. Voting is important. YES _____ NO _____

59. List in order of priority what you value: Education _____ Religion _____ Friends _____
   Family _____ Work _____ Entertainment _____ Money _____ Time _____

60. I manage stress by
______________________________________________________________

61. When I have an appointment I am usually: On time _____ Early _____ A little late _____

62. Most job seekers get jobs through: Answering want ads _____ Sending out resumes _____
   Completing applications _____ Personal networking _____

63. Use 5 words to describe yourself: _____________________, _____________________,
   _____________________, _____________________, _____________________

64. My communication skills are: Good _____ Great _____ Needs Improvement _____

65. List one goal you would like to accomplish in the next two to five years.
___________________________________________________________________________

66. I get along well with others: Most of the time ____ Sometimes ____ Hardly ever ____

67. I can reach my life goals: On my own ____ with some support of others ____
   with support from others ____

68. I have a plan for my life. YES _____ NO _____